

GO FOR ENGLISH

Terminale

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INTRODUCTION

Go For English, Terminale aims to prepare students for the Baccalaureat Examination and equip them with the English skills they will need in academic and adult life.

Terminale combines the best features of traditional methodology with imaginative new techniques of language learning to develop students' communicative skills. Its approach is based on using English to achieve practical objectives which are relevant to students' future lives.

At the beginning of each unit, one or more 'WARM-UP' checks stimulate thought about the topic of the unit. These are numbered 0.1, 0.2 etc., to indicate that they are introductory to the unit.

Each of the 12 units focuses on a PROJECT which requires students to carry out a number of tasks, generally of a kind they may be asked to perform in academic or adult life. For example, in UNIT 9, Sources of Energy, the PROJECT is "to review sources of energy and make suggestions for your area", and the tasks are:

- 1 A talk illustrated by a flow chart (mainly oral)
- 2 A compare and contrast essay (written)
- 3 A radio discussion (oral).

Each Project task is led up to by CHECKS e.g., CHECKLI etc., prepare for Project task 1. Checks are either activities to develop language and study skills like comprehension, summary, discussion, note-taking, skimming and scanning; or revision or practice of a language point such as an aspect of vocabulary, pronunciation, grammar or a function. Like the project tasks, the checks are oral or written or both.

The checks which present grammar and functions have been chosen either because they prepare students to carry out the project tasks or because they revise important areas (for example, reported speech, conditional sentences, ways of expressing contrast and addition) or because a useful skill occurs in one of the texts (e.g. ways of presenting ideas in pairs).

Because this book focuses on realistic projects and tasks, it is relevant to students' lives, it provides the language they will need, it is motivating and the material within each unit has a high degree of integration and clarity of purpose.

Two special sections on ORAL TESTS occur after UNITS 2 and 8.

To provide a thorough preparation for the Baccalaureat Examination, there are two special sections on **EXAM PREPARATION**, and two that provide practice in answering examination questions. These special sections occur after Units 4, 6, 10 and 12 and cover all aspects of the examination.

The LITERATURE section (a short story and poems) supplements pieces of literature that occur throughout the Units, to provide enrichment of students' language experience.

The summary of GRAMMAR and FUNCTIONS

- covers in some detail points that have not already been dealt with earlier in the course.
- refers students to the appropriate Checks in the units where other points are practised.

The WORDLES with phonetic transcription and French translation facilitates the mastery of vocabulary.

The Teacher's Book provides all that is needed to make the lessons a success and includes detailed suggestions for classroom management.

THE AUTHORS

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SB Page	UNIT Title and text types	Project	Activities	Language points
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TOO MANY PEOPLE?

PROJECT

To present 'A Population Week' in your school'.

Project tasks

- A poster
 A leaflet
- 3 A debate

WARM-UP



Description

Study these pictures and describe the changes that have occurred between 1937 and this year.





î

Introduction.



MIN STATE	POPULATION	
1932	1948	1989
238,910	357,802	1 393,000

The two photographs in 0.1 and the information in the table above represent an actual situation in an arid area of Africa. What do they tell us about the increase in population and its effect on the productivity of the land? What changes in the landscape and population have occurred in your area?

CHECKS 1.1 - 1.6

needed for Project and State and Sta

skills and into mum in obliation theories and



Summary and comprehension

Sum up each text in one sentence or a few effective phrases.

TEXT A



Thomas Malthus was a British demographer who believed that the size of a population was limited by its food supply. His theory was that any increase in population beyond a certain level

would lead to a decline in living standards and to 'war, famine and disease'. He published his views in 1798. Fortunately, many of Malthus's pessimistic

i.e. Latin for id est = that is

predictions have not come to pass, but they form an interesting theory and provide a possible warning for the future. His theory was based on two principles:

- **1** Human population, if unchecked, grows at a geometric or rate, i.e . $1 \rightarrow 2 \rightarrow 4 \rightarrow 8 \rightarrow 16 \rightarrow 32$, etc.
- 2 Food supply, at best, only increases at an arithmetic rate, i.e. $1 \rightarrow 2 \rightarrow 3 \rightarrow 4 \rightarrow 5 \rightarrow 6$, etc. Malthus claimed that this was due to a shortage of land or that yields from a given field could not go on increasing forever.

TEXT B

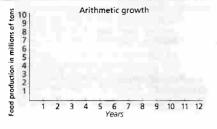
Boserup was a Danish economist who in 1965 offered an alternative theory. Whereas Malthus claimed that food supply was the main limit to population size, she asserted that in a pre-industrial society, an increase in population was

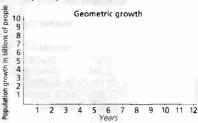
likely to stimulate a change in farming technology and result in increased food production i.e. necessity is the mother of invention! Boserup studied various land use systems based upon differences in intensity of production and frequency

of cropping, from shifting cultivation in the tropical rainforests to multiple cropping in S E Asia. She suggested that as population increased, farming became more intensive with the innovation and introduction of new methods and technology.

b

Copy and complete these graphs illustrating the two principles in Text A.







Oral description of a graph

In groups study the graph and say what it tells us.

Ex: Define 1800 i.m.

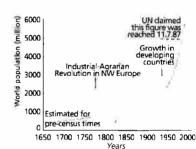
Use the expression in the boxes where helpful.

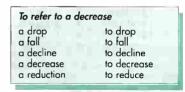
To refer to an increase

an increase
a rise
to rise
growth
to grow
a climb
to double
a trebling
to treble

To say how much or how fast

slight(ly)
gradual(ly)
steady, steadily
moderate(ly)
considerable, considerably
rapid(ly)
sharp(ly)
steep(ly)
dramatic(ally) great / high
twice as much / fast / quickly
three times as much / great / high /
fast / quickly





Prepositional phrases

since 1900 ... + present perfect ... increased from 10 million to 50 million rose by 50 per cent an increase of 50 per cent

rose to 50 million
remained / was / stayed at labout 50 million

in recent years
during the last two decades

- 1 According to the graph, when did the world's population reach 1,000 million?
- 2 How long did it take this population to double to 2,000 million and how many years to double again to 4,000 million?
- 3 What, according to the United Nations, was the total estimated world population on 11 July 1987?



Saying numbers

a Practise saying these numbers.

1 Large numbers

In figures	In words
2,000	two thousand
45,000	forty-five thousand
90,170	ninety thousand, one hundred and seventy
305,000	three hundred and five thousand
1,220,401	one million, two hundred and twenty thousand, four hundred and one
70,000,000	seventy million
8,500 m(illion)	eight thousand, five hundred million
1,000,000,000	one thousand million / one billion

2 Percentages and decimals

In figures	In words
50%	fifty per cent
2.1%	two point one per cent 🕒
3.05%	three point nought (or oh) five per cent
6.92%	six point nine two per cent
0.35%	nought (or oh) point three five per cent

■ COMPETITION

In teams say the number indicated when it is your turn. The team with most correctly spoken numbers wins.

1	25,000	6	101,999	11	30,000,001	16	25%	21	6.71%	26	0.1%
2	30,002	7	199,501	12	52,400,000	17	18%	22	9.84%	27	0.01%
3	471,000	8	3,000,000	13	1,239,000	18	99%	23	6.05%	28	0.102%
4	590,000	9	85,000,000	14	936,402,000	19	2.5%	24	30.03%	29	13.03%
5	800,694	10	640,000,000	15	6,900 m	20	56.8%	25	91.04%		



Comprehension

a A

As you read, try to understand how fast the world's population is increasing in different parts of the world.

TEXT C

Replacement rate is when there are just sufficient children born to balance the number of people who die.

Future trends

The United Nations Fund for Population Activities (UNFPA) designated 11 July, 1987 as the date of the arrival of the five billionth human being on earth. Of course that 'celebration' was fictitious as nobody knows exactly how many people are living on the earth at a given moment: in many areas census figures are either inaccurate or non-existent. However, although that figure is approximate, it is certain

that the world's population is still growing by 150 people a minute.

Recent evidence has shown that fertility in the Third World countries has begun to fall. The 1985 UNFPA estimate claimed that the annual growth rate of the world's population (2.1 per cent in 1965) had fallen to 1.6 per cent, mainly due to China's one-child-per-family policy. It may continue to fall to under 1.5 per cent by

the year AD 2000. This would mean that by the end of the century the world's population would be only 6,100 million instead of the 7,600 million it would have reached had the growth rate of 1950-1980 continued.

What these figures fail to show is the marked variations between different areas in the world, especially between the developed and Third World continents. At present the growth rate for the developed countries averages 0.64 per

cent per year compared with 2.02 per cent in those described as developing. To achieve population stability the average family of today would, worldwide, have to consist of 2.3 children. This is currently under two in western Europe and North America but more than four in Asia (excluding China and the USSR) and Latin America, and over six in Africa. These differences pose very different problems to countries in the developed and developing worlds.

b Answer these questions.

- 1 Say roughly how many more people are being born than are dying each hour.
- 2 a) Write five billion as a number.
 - b) Is the present population of the world more or less than this number? Justify your answer.
- 3 By what percentage was the population of the world increasing each year according to estimates made in 1985?
- 4 If the fertility in a country is declining, does this necessarily mean that the country's population is decreasing? Justify your answer.
- 5 What circumstances would cause the population of the world to increase to only 6,100 million rather than 7,600 million by the end of the century?
- 6 What is the annual growth rate in developing countries?
- 7 If the average family consisted of just two children, what would be the ultimate effect on the world's population?



Information transfer

Use the information in the text to complete the table on page 12.

TEXT D

Trends in food supply

With the exception of 1973, when there was a global rainfall deficit, since the early 1950s world food (cereal) output has increased by 2.3% p.a., which is more rapid than the population increase of 1.8% p.a. Over the period as a whole, the food increase in industrialised countries has been 2.3% p.a., compared with a population increase of just 0.7%. But in the former communist countries the small food increase of 0.6% p.a. has been lower than the population increase of just 0.8% p.a.

The situation in the developing countries has been very varied. Taken as a whole, their population has increased by 2.1%

p.a. and their increase in food production at 3.0% p.a. has been nearly 50% higher. At the moment their food production is increasing even faster than this. In some developing countries the increase in food production has been very high: 3.5% p.a. in S.E. Asia, for example, where the population has increased by only 1.7% p.a. In the Indian subcontinent food production at 2.7% was only a little higher than population growth at 2.4% p.a. In East Africa, however, population growth at 3.0% p.a. was much higher than the 0.8% increase in food production. West Africa, by contrast, increased its cereal production by

1.9% p.a. while its population grew by 2.7%. In Latin America the population increased by 2.4% and food production was higher at 3.2%. The FAO announced in 1986 that there was sufficient food to feed everyone in the world but that its distribution was uneven and that its cost was rising. In 1986 there was sufficient to give every person in the world 1 kg of food every day. However, disparities on a continental scale meant that there was 5 kg per person for North America, 3.5 kg for Oceania, 2 kg for western Europe, 1 kg for Latin America and SE Asia but less than 0.5 kg for Africa.

POPULATION GROWTH AND CEREAL PRODUCTION 1950s-1980s	Annual population growth (%)	Annual increase in cereal production (%)
World	1.8	
	0.7	2.3
Former communist countries		
Developing countries		
	2.4	3.2
East Africa		
		1.9
South-east Asia	48.	and the latest terminal
	2.4	



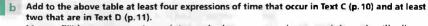
Adverbs of time



Place the adverbial expressions of time listed below under the right headings in this table.

Past time	Present time	Future time
over the last two decades	at the moment	in the next 50 years
in the 1980s	now	in just over 25 years
for generations		
since the beginning of the year		

Adverbial expressions: since World War II, in the past few years, soon, nowadays, thirty years ago, these days, during the next two decades, in the next decade, in the early years of this century, during the nineteenth century, about ten years ago, this year, in the 1940s, between 1930 and 1950, in the last few years, in the course of the 1930s, during the present decade, sometime in the next few years.



NOTE: With some expressions of time only the context or the tense of the verb will tell you whether the phrase refers to the past or the future.

Ex: In just over 50 years the world's population

has doubled. will double.







In pairs, use adverbial expressions of time to talk about the following topics:

- 1 increases in the numbers of cars / lorries / bicycles in your area over various periods of time. Speculate about the future.
- 2 increases in the numbers of people, houses, businesses in a town you know well.
- 3 any aspect of life where you have noticed changes over the years. Describe any trends you can detect and what will happen in the next few decades.

Designing a poster on 'Population Theories and Food Supplies'.

Base your poster on the texts you have just read (A, B, C and D), using key words and phrases, drawings and diagrams.

- Indicate the main population theories.
- Give a table or graph with information about food supplies and population growth.
- Ask if Malthus was correct.

CHECKS 2.1-2.2 are for your second Project task (preparing a leaflet on 'Natural Resources and the Environment').



Skimming

Read the questions below. Then skim texts E and F for only a few minutes to find the answers. Then give your answers.

- 1 Which text is pessimistic about African population growth, agriculture and the environment?
- 2 Which text is optimistic?
- 3 Which text provides evidence to support its views?

TEXT E

vidence from the Machakos region of Kenya contradicts widely-held views about the consequences of population growth in rural parts of Africa. The popular view is that the more people farming the land, the greater the damage to the environment, particularly in the forms of soil degradation and destruction of trees. Since the 1930s the population in the Machakos region has increased to five times what it was. It is now nearly one and a half million. In the same period of time not only has the total agricultural output increased, but the output per person has increased and there are no signs of it diminishing. This increase has come about not in spite of the population

increase, but precisely because of it. The larger population has provided the manpower required to make the terraces and other earthworks needed to prevent erosion. It is not only the extra labour that has made this possible, it is also the spirit of enterprise of the people, their intelligent adoption of the most suitable techniques and methods and the cooperative structures and institutions of their society. The result is that hillsides which were once scarred with sheet and gully erosion and bare of trees are now neatly terraced and covered in trees and crops both for exporting and for local consumption. Research in other parts of Africa reveals a similar experience.

Traditional farming methods such as shifting cultivation and nomadic pastoralism use land for a limited period before abandoning it for several years but later returning to it. With increases in population, fallow periods have been reduced and land has been overgrazed. This, together with the destruction of forests

for fuelwood, has allowed accelerated erosion. Efforts to increase food production have been impeded by lack of money for fertilisers, seeds and tools, and even when overseas financial aid has been given it has in some instances been directed towards unsuitable projects.



Summary

Summarise the point of this paragraph in one sentence.

TEXT G

IT IS A MYTH that there is no need to worry about population growth. Optimistic econômists argue that the earth can support many, many times more people than live on it now. Human ingenuity and new technologies will continue to improve the living standards of an expanding population. Probably they are right, but there have to be some limits. The wildlife we share the planet with is fast dwindling and some of the most basic natural resources – fish, soil, fresh water – are manifestly over-exploited.

Independent 5.9.94

Project task 2

Preparing a leaflet on 'Natural Resources and the Environment'.

Write a few paragraphs for this leaflet, discussing the possible effects on these of an increasing world population. Assess what is happening in your area, drawing upon your own experience and observation as far as possible.

CHECKS 3.1 - 3.3

are for your third *Project task* (conducting a debate: 'The world is facing a population crisis').



Comprehension

Read Text H and say whether each of these statements is true or false according to the speaker.

- 1 Islam is against abortion.
- 2 Islam rejects all methods of regulating population.
- 3 It is mainly the government that educates children and teaches them values.
- 4 The speaker is Prime Minister of Pakistan.
- 5 The increasing population of Pakistan is a serious problem.
- 6 The speaker is only concerned about the situation in Pakistan.

Benazir Bhutto

IN PAKISTAN, in a period of 30 years from 1951 to 1981, our population rose by 50 million. At present it is 126 million. By the year 2020 our population may be 243 million. Pakistan cannot progress if it cannot check its rapid population growth. Check it we must, for it is not the destiny of the people of Pakistan to live in squalor and poverty.

I dream of a Pakistan, of an Asia, of a world, where every pregnancy is planned and every child conceived is nurtured, loved, educated and supported. I dream of a Pakistan, of an Asia, of a world where we can commit our social resources to the development of human life and not to its destruction. That dream is far from the reality we endure.

We are a planet in crisis, a planet moving towards catastrophe. The question is whether we have the will to do something about it. I say we do. We must.

What we need is a global partnership for improving the human condition. The document which this conference on world population produces should seek to promote the objective of

Islam and a Planet in Crisis

planned parenthood, of population control. This conference must not be viewed by the teeming masses of the world as a universal social charter, seeking to impose adultery, abortion, sex education and other such matters on individuals, societies and religions which have their own social ethos.

Governments can do much to improve the quality of life in our society. But there is much they cannot do. Governments do not educate our children. Parents educare children: more often mothers educate children. Governments do not teach values to our children. Parents teach values to our children: more often mothers teach values to children. Governments do not socialise youngsters into responsible citizens. Parents are the primary socialising agents in society; in most societies that job belongs to the mothers. How do we tackle population growth in a country like Pakistan? By tackling infant mortality, by providing villages with electrification, by raising an army of women, 33,000 strong, to educate our mothers, sisters, daughters, in child welfare and population control. By setting up a bank run by women for women, to help women achieve economic independence, and to have the wherewithal to make independent choices.

As chief executive of one of the nine largest populated countries in the world, I and the government

face the awesome task of providing homes, schools, hospitals, sewerage, drainage, food, gas, electricity, employment and infrastructure.

The followers of Islam have no conceptual difficulty in addressing questions of regulating population in the light of available resources. The only constraint is that the process must be consistent with abiding moral principles.

Islam lays a great deal of stress on the sanctity of life. The Holy Book tells us: « Kill not your children on a plea of want. We provide sustenance for them and for you. » Islam, therefore, except in exceptional circumstances, rejects abortion as a method of population control.

There is little compromise on Islam's emphasis on the family unit. The traditional family is the basic unit on which any society rests. It is the anchor on which individual relies. Islam aims at harmonious lives built upon a bedrock of conjugal fidelity and parental responsibility.

Muslims, with their overriding commitment to knowledge, would have no difficulty with dissemination of information about reproductive health, so long as its modalities remain compatible with their religious and spiritual heritage. Lack of an adequate infrastructure of services, not ideology, is our basic problem.

Independent 7.9.94

- 1 Do you think this speech was delivered in Pakistan? What evidence do you have for your answer?
- 2 What is the speaker pleading for? (one sentence)
- 3 Does the speaker believe that governments are useless?
- 4 What is the role of parents as seen by the speaker? Make a list.
- 5 What is the role of governments as seen by the speaker? Make a list.
- 6 Why do you think the speaker mentions Islam in her speech?



Pronunciation: Contrastive stress

NOTE: The two words in colour in the following sentence are contrasted and should therefore be stressed: We want to commit our social resources to the development of human life and not to its destruction.

- Practise saying the above sentence.
- Three important words are contrasted in the paragraph beginning 'Governments can do much . . . ' in Text H. Each of them occurs several times. One of them is the word 'governments'. Practise saying this paragraph aloud, stressing the contrasted words.



Vocabulary: Family planning

Complete the paragraphs below by choosing one of these words for each gap: condom, contraception, contraceptive, control, natural, permanent, pregnancy, pregnant, sterilised, vasectomy.

Family planning and birth (1 —) mean almost the same thing. They mean trying to make sure that a woman only becomes (2 —) when she and her husband want her to and reducing the chance of an unplanned (3 —). Preventing pregnancy is called (4 —) and there are many ways of doing this. Some of them are not accepted by some religions and in some societies.

One method for women is the oral (5 —) pill, which is taken daily. Another is the cap, which a woman places inside herself. For men there is the (6 —). For both there are (7 —) methods, which involve calculating the days on which pregnancy will not occur. Sterilisation is a (8 —) method of contraception: it is not possible for a woman to become pregnant after either she or her husband has been (9 —). In each case, a small operation is carried out. For men this is called (10 —).



Conducting a debate: 'The world is facing a population crisis'.

Apply all the issues that arise from the texts in this unit to the situation in your own area. Draw upon your personal knowledge and experience and the attitudes in your community and society as far as possible.

THE WORLD'S A FAMILY

PROJECT

To promote tolerance.

Project tasks

- 1 A talk
- 2 A dramatisation
- 3 A letter to the press

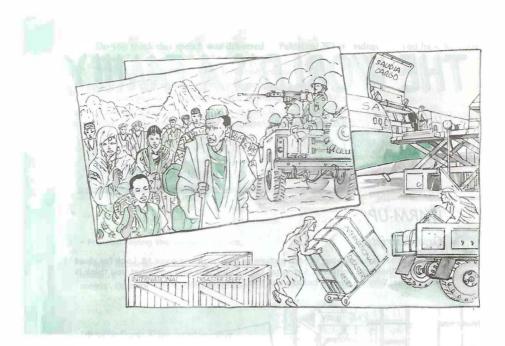
WARM-UP



Oral description

Imagine what is happening in each picture on this page and page 18. Look **for** clues such as clothes and uniforms. Say what the picture tells you and what you think is being done. Why do people behave like this? What are your feelings?





CHECKS 1.1 -1.4 are for your first Project task (giving a talk on the topic 'There is no biological basis for race').



Comprehension

- a Before you read Text A, consider its title carefully. What do you think its main points are likely to be? Try to anticipate them on the basis of your own knowledge and experience.
- b Read Text A to find out whether each of the following statements is true or false.
 - 1 Papa Doc took the view that if a person had black and white ancestors, then he was a black person.
 - 2 The racial distinctions that used to be made in Latin America show the absurdity of biological ideas of race.
 - 3 The idea that a person belongs to a particular race is not based on the views of the society he lives in.
 - 4 Approximately 0.01% of our genes are to do with skin colour.
 - 5 Biology supports the idea that humanity consists of a number of distinct races.

GENES AND RACE



The theory that races are biologically different has a long and ignoble history which has brought misery and death to many people. Modern genetics does in fact show that there are no separate groups within humanity (although there are noticeable differences among the peoples of the world). Biology has nothing to do with racism, nothing to do with judging the value of one's fellow beings.

Humanity can be divided into groups in many ways: by culture, by language and by race — which usually means skin colour. Each division depends to some extent on prejudice and can lead to confusion. In 1987, a secretary from Virginia, USA, sued her employer for discriminating against her as she was black. She lost the case on the grounds that, as she had red hair, she must be white. She then worked for a black employer and, not discouraged by her earlier experience, sued him for discriminating against her as she was white. She lost again: the court found that she could not be white as she had been to a black school.

Nations, too, differ in how they define their racial identity. In South Africa a single African ancestor, however long ago, meant ejection from the white race. In Haïti Papa Doc proudly proclaimed his nation to be a white one as nearly everyone, however dark their skin, had

a white ancestor somewhere. Other countries developed fine distinctions based on skin colour. In Latin America two centuries after the invasion of the Spaniards more than twenty races were recognised. The offspring of a Spaniard and an Indian was a mestizo, that of a mestizo and a Spaniard a castizo, a Spaniard and a negro a mulatto, a mulatto and a Spaniard a morisco, a morisco and a Spaniard an albino, an albino and a Spaniard a torna atras and so on in a lengthy and hair-splitting series. All this shows how difficult it is to make an objective definition of what is meant by race.

For ethnic identity what matters most is what group we think we belong to. As far as genes are concerned, things are not so simple. To many people, the genes which matter are those we can see the effect of, especially skin colour. But in fact out of 100,000 genes only about ten are to do with skin colour. If an analysis could be made of all the people on earth to see how much their genes were similar and how much they differed, the results would not support popular ideas of race today. If we take just 18 genes connected with blood groups, enzymes and cell-surface types, 85% of total diversity comes from differences between individuals from the same country: two randomly-chosen Englishmen, say, or two Nigerians, Another five to ten per cent is due to the differences between nations; for example, the people of England and Spain, or those of Nigeria and Kenya. The overall genetic differences between 'races' (Africans and European, for example) is not much greater than that between different countries within Europe or within Africa, Individuals — not nations and not races — are the main repository of human variation for functional genes. A race, as defined by skin colour, is no more a biological entity than is a nation, whose identity depends only on a brief shared history. A study of genes in different parts of the world shows that the idea that humanity is divided up into a series of distinct groups is wrong.

The Language of the Genes (Chapter 13) by Steve Jones, Harper Collins 1993

^{*} to split hairs is to make very small and pointless distinctions.



Comprehension

State briefly:

- 1 The author's argument about race and genes.
- 2 The examples of the absurdity of a biological notion of race.



Pronunciation: Word stress

It will help you to communicate successfully if you stress the correct syllable when saying a word. Misery, for example, has a stress on its first syllable, whereas biology has a stress on its second syllable.

Arrange these words from text A in two lists. In List 1 place words with a stress on their first syllable and in List 2 those whose second syllable is stressed.

separate (adjective), humanity, genetics, division, noticeable, differences, usually, confusion, prejudice, employer, discriminate, secretary, ancestor, experience, identity, century, ejection, developed, distinctions, recognised, invasion, similar, objective, especially, popular, analysis, functional, connected, diversity, repository.

In groups discuss your lists. Say the words aloud. Do you all agree to which list each word belongs?



Reading skill: Understanding pronouns

Note: In the phrase 'that of a mestizo and a Spaniard ..." (Check 1.1, Text A, paragraph 3), that of means 'the offspring (child) of'. It is important to know what the pronouns in a text (like that), this, they, etc.) refer to when you are reading it.

Say what each of these expressions refers to:

All this (paragraph 3), those we can see the effect of (paragraph 4), they differed (paragraph 4), those of Nigeria and Kenya (paragraph 4), that between (paragraph 4).

> Project task i

Giving a talk on the topic There is no biological basis for race.

Use your summary to prepare your talk. In the course of your talk refer to the chapter of the book from which you obtained many of your ideas. Acknowledge this as your source, mentioning the author and title of the book, its publisher and date of publication.

CHECKS 2.1-2.6 are for your second Project task (dramatising a scene of a racial conflict).



Analysis in groups

Read Texts B to F. Have a short discussion after each. Say what the writers identify as the various causes of racism. What do you feel? What other causes are there that have not been mentioned? The questions after the texts are to help your discussion of the issues. After discussing the texts, write a list of the main causes of racial conflict.

TEXT B

ALTHOUGH THE HUTU

form 85 per cent of the population of Rwanda, they had been virtual slaves of the cartle-rearing Tutsi who arrived in the 'land of 1,000 hills' from the 15th century onwards. Tutsi lords controlled the allocation of land and forced the Hutu to work for them without payment. The masterservant relationship reached extreme proportions when the Hutu came to be regarded as less than human.

Tutsi overlordship was intensified under colonial rule, first by the Germans, from 1890 to 1916, and later by the Belgians, from 1916 to 1962, who gave the Tutsis all the government posts and a monopoly of education. Following violent uprisings, the Belgian authorities finally introduced political concessions which brought in Gregoire Kayibanda, a Hutu, as the first president of independent Rwanda in 1962. From that time onwards there was much ethnic unrest including guerrilla attacks by Tutsi exiles who had formed themselves into the Rwanda Popular Front (RPF). By early 1993, the dire



state of the economy, made worse by the collapse of coffee prices, led to renewed tribal tensions.

In April 1994 the Hutu president, Juvénal Habyarimana, was killed in a plane crash and this was taken by Hutu extremists as the signal to start a campaign of genocidal killing. Radio Telévision Libre Mille Collines, the private station owned by close relatives of the former president, called on

Hutu extremists to go out and kill. 'The graves are only half full, who will help us fill them up?' Lists of targets were read out: Hutu opposition politicians, human rights activists and, of course, Tutsis, all Tutsis. When the announcer of Milles Collines tells people to 'clear the bush', he means go out and eliminate Tutsis.

- 1 What is identified as the fundamental cause of the racial conflict between Tutsis and Hutus?
- 2 What factors made the situation worse during the last 100 years?
- 3 Are there other factors responsible for the conflict that have not been mentioned?
- 4 What was the immediate cause of the April killings?

TEXT C

MOST OF THE TUTSIS who used to live in Rwanda's second city of Butare are dead. A few remain in hiding, cowering from the Hutu militia, reliant on the protection of brave Hutu neighbours.

The man thought to be behind much of this killing stays at the Ibis Hotel in Butare, surrounded by bodyguards and members of his wife's family. He is Robert Kajuga, National President of the Hutu militia or *Interahamwe*.

'We have to defend our country,' he said in an interview

with *The Observer* last week. 'The government authorises us to defend ourselves by taking up clubs, machetes and whatever guns we could find.'

Despite overwhelming evidence that Kajuga's militia is responsible for the murders of hundreds of thousands of Rwandan Tutsis, the man they call 'Le Président' is not ashamed of anything. Up to half a million people have been killed since Rwanda erupted in early April.

'Everything that has happened in Rwanda is the

fault of the RPF (Rwandan Patriotic Front). We are just defending ourselves,' he said. 'The international community does not understand.'

For Kajuga, this is an ethnic war. 'It's a war against the Tutsis because they want to take power, and we Hutus are more numerous. Most Tutsis support the RPF, so they fight and they kill.'

He explained away the bodies of Tutsi women and children at his roadblocks. 'The RPF hid people, including children, girls and women, in houses and gave them weapons.

'Then they wanted to attack the roadblocks. We defended ourselves. That's why there were bodies at the roadblocks. Even 11-year-old children came with grenades.'

A declared Hutu supremacist, Kajuga nevertheless admits that his mother was a Tutsi.

> Lindsey Hilsum, The Observer 3.7.94



- 1 How does Kajuga justify the killing?
- 2 What are your feelings about his explanation?
- 3 Do all Hutus adopt extreme racial attitudes? Support your answer with two pieces of evidence from this text.

TEXT D



AUSCHWITZ

BETWEEN 1.1M AND 1.5M PEOPLE, 90 per cent of them Jews, are estimated to have been gassed, shot, hanged, starved or simply worked to death at Auschwitz, a Nazi death camp, during the 1939-45 World War. Hitler and his Nazi followers believed the Jews to be inferior people who should be exterminated. A total of about six million Jews were killed for this reason. A few brave people knew that this was a terrible crime and attempted to save Jews. Oskar Schindler was one of these and saved about 1.100

- 1 What explanation is given for Hitler's treatment of the Jews?
- 2 Are there any similarities with the racial conflict in Rwanda?

TEXT E

THE VIOLENCE is mostly perpetrated by young men who are unemployed, disaffected, and poorly educated. None of the mob who attacked us was over 25, probably none of them had children... they were hooligans, really, no-hopers with a kind of bottled-up hatred of the have-nots for the haves.

Anne Mackintosh, Independent 22.4.94

 This text also describes the conflict in Rwanda. What sentence in Text B mentions the same cause that is given here?

TEXT F

'It is only a tiny step from classifying people to judging them.'

- 1 What is meant here by 'classifying' people?
- 2 Have you seen any examples of the truth of this statement in your own society?



Vocabulary: Words for groups

Study this table and the notes below it.

	People living in one area or seeing themselves as distinct in some way	People in general, on a large scale	Usually a small number of people or things	A type, aften objective or academic, people or things	May imply social or other superiority	All the people of a country having political identity	Shared history (ond often, culture)	Often based on physical features
Group			1					
Class				1	1			
Tribe							1	
Nation						1	1	
A people 1 Peoples							1	
Race								1
Category				1				
Ethnic group							1	
Community	√.							
Society		1					H = 1.	

NOTES to classify

to place things or people in (to assign them to) a particular class or

to categorise. [

category.

member

a person or thing belonging to a particular class or category is a member

of that class or category.

racial (adjective) to do with race e.g. 'racial harmony'. May be used in a neutral or negative sense.

racist (adjective) describes a person who treats others as inferior on grounds of race;

a racist

describes actions, too; the sense is always negative. is a person who behaves in a racist way.

tribalism

favouring members of one's own tribe more than other people.

Choose the most appropriate word where several are offered.

Why is there so much racial / racist conflict in this country? 1 lean-Pierre

Michel

It's partly because each national / ethnic group sees other groups / nations / societies as inferior. The more extreme tribes / racists / communities within each class / category / group carry out acts of violence against the others.

I wish we were a more tolerant class / society / group. Jean-Pierre

2. Visitor Do Fulani herdsmen live in the village?

No. They are a nomadic category / class / people. They despise things like Local inhabitant

houses and furniture.

Visitor Do they have good relationships with the rest of the community / category /

group?

Yes, on the whole - as long as their cattle don't eat farmers' crops. Local inhabitant



Comprehension and personal response

Read this text and try to share the feelings of black Americans who were abused and humiliated by whites, especially in the southern states of America. Answer the questions that follow the text.

TEXT G

The Civil Rights Movement

Montgomery is a town in Alabama, one of the southern states of the USA, where racial segregation existed as recently as the 1960s. This meant, for example, that a black child could not go to the same school as his white friends. There were separate cafes, cinemas, libraries, supermarkets and separate parts of buses for black people. There were even separate churches for black people. Black people were paid less than white ones for the same work. Many white people looked down on black people, and insulted them, calling adult males 'boy' and 'nigger'. People in authority often treated blacks very unjustly. The division between blacks and whites was very clear in Montgomery.

On 1 December 1955, a black woman called Mrs Rosa Parks got on a crowded bus at the end of a tiring working day. The bus driver ordered her to give up her seat to a white woman. When she refused she was arrested.

This so angered the black community that a boycott of buses was started, led by Martin Luther King. It was this boycott which developed into the Civil Rights movement.

During the campaign, both black and white people joined forces to defy segregation laws, sitting together in restaurants and buses. Once, in Montgomery, a mob of 300 angry whites formed a threatening circle around a bus as it



stopped. The first 'freedom rider' to get off was a white man. He was beaten until he became unconscious. He lay in the street for an hour before an ambulance could reach him.

Gradually civil rights were won. In April 1965 The Voting Rights Act gave black people the same right to vote as white people.

The improvements that were made were achieved by non-violent mass protests, like 'sit-ins'. They were patterned on the peaceful methods of Mahatma Gandhi and drew their momentum and strength from the Negro church in America.

- 1 a) How would you have felt if you were Rosa Parks or her husband?
 - b) What would you have done?
- 2 Do you think Martin Luther King was right to adopt a non-violent approach in his campaigning?
- 3 Are there any similarities between the Civil Rights Movement and the struggle for independence in African countries?
- 4 What did the Civil Rights Movement win for black Americans? As well as specific rights, mention more fundamental benefits in the way other people regarded them and the way they regarded themselves.



Communication: Revision of 'where' clauses

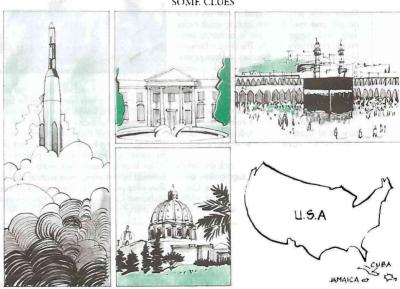


We read in Text G 'Montgomery is a town in Alabama where racial segregation existed as recently as the 1960s. A 'where' clause is a useful way of saving why a place in important in some way.

COMPETITION IN TEAMS: Take it in turns to mention a place in the box and give one reason why it is important, using a 'where' clause. Before you start, add a few important places near your school. Some clues are provided to help you.

'amoussoukro	Mecca	Bethlehem
Nount Cameroon	Lake Nyos	Robben Island
le of Goree	Cape Canaveral	Medina
he White House (Washington)	Dakar	Jamaica
Auschwitz	The Vatican	Cuba

SOME CLUES



Clues

Slaves were held before crossing the Atlantic ~ USA president lives ~ Bob Marley came from ~ Fidel Castro ~ Basilica of Our Lady of Peace ~ Nelson Mandela was imprisoned for 27 years ~ spacecraft are launched ~ Africa Nations Cup ~ poisonous gases erupted, killing many people.



Search through Text H for words and phrases that express feelings, whether good ones or bad ones. Make a list of them.

TEXT H

MISSIONARY

Sam Oni was a student at a Baptist mission school in Ghana who accepted the opportunity, in 1963, to study at a university in America. The university was in Georgia, one of the southern states, where racism was rife and the civil rights movement was at that very time struggling to end segregation. Here is his story.

Late in 1963, I became the first black student ever to enrol at Mercer University in Macon, Georgia. My application had, in fact, caused long and bitter controversy and it was over a year before I was admitted to that all-white university.

'My baptism of fire came soon enough. At the canteen, I would collect my food on a tray and sit down at a table with my fellow students. One by one they would pick up their food and move to another table. I would receive anonymous mail describing me as a gorilla. Returning to campus one night, I was accosted by a bunch of white youths who hit me on the back of the head with the butt of a pistol.

'One Sunday, I learnt that local blacks had been barred from a nearby Baptist church. I vowed to do something about it. The next Sunday I was determined to barge my way in. At the doorway, a mob of whites had gathered to stop me. There was no way past and as tempers began to fray, the police were called. I was held for questioning and let off with a warning: 'Don't you dare try that again,' I was told, "or else ...". I didn't.

The became the victim of crass racism. I was sorely tested. Oppressive and paralysing loneliness became my constant companion. I endured crushing mental and psychological anguish. My faith in God took a severe battering. It was, literally, a faith-shattering experience. And as if all that were not grim enough, my mother died. Then my father's death followed

a few months later. I had no idea how much longer I could hang on.

'At the end of my four years at Mercer, I was certain of only one thing. I owed my sanity — what was left of it — and my survival to the handful of women and men, black and white, on campus, in the city of Macon, and in Georgia who extended to me genuine warmth, kindness and dignity.

'I remember one poignant moment at my graduation in 1967. One friend, a dear lady, put her arms around me, congratulated me and added, "Sam, after all you have been through in Georgia, even a good man would hate every white person they ever met." She paused and before I could utter a word, she added, "But the remarkable thing about you is, I know you won't." Mrs Edwards was absolutely right. In four years I had come face to face with the racial monster and I had found it utterly repugnant. My experience had taught me, moreover, that racism is a two-edged sword. It cut savagely the victim as it does the racist himself. Heaven forbid that I should then allow myself to be violated by the same noxious virus.

'Upon graduation from Mercer I vowed never to set foot on Georgian soil again. However, the tragic assassination of Martin Luther King compelled me to break that vow barely one year later. And most recently, when an invitation came from my alma mater at the beginning of 1994 to attend a convention commemorating the 30th anniversary of my integrating the university and to be their guest of honour, I was delighted to accept. I returned with my family and had the sublime pleasure of delivering the Founder's Day address to a packed auditorium of students, faculty and graduates. I was given a rapturous reception. At the end of my address, a portrait of myself was unveiled to thundering applause. That portrait now hangs on campus with those of former university presidents, distinguished professors and benefactors.

Focus on Africa, April-June 94



Skeleton dialogue

Below is part of a telephone conversation between Sam and his mother and father. Sam is telling them about the racial abuse he has been suffering. He is rather overcome by emotion at the beginning of the call, but recovers his spirits towards the end. Read this skeleton dialogue carefully several times. Then write Sam's words.

Mother Hello! Sam, is that you?

Sam

Mother We're all very well, Sam. But you don't sound very well. What's wrong?

Sam

Mother What exactly did they do, Sam?

Sam

Mother Sam, that's horrible. How inhuman of them! I'm very worried about you. You'd

better not go there again.

Mother Sam, your father wants a word with you.

Father Sam, you're having a rough time. But don't let those monsters get the better of you.

You stand up to them! Remember who you are.

Sam

Father That's the spirit, Sam. Keep fighting. We're with you all the way. Take care now, and

ring again soon.

Sam

Project task 2

Dramatising a scene of conflict.

Eithor

 Dramatise a scene of racial conflict. Choose one of the events described in Text G or Text H. Decide who the characters in each scene will be and then assign the roles among yourselves. Work out the various stages in each scene, practise them and then give a performance.

-

 dramatise a problem that has arisen because of an inter-tribal marriage or because of nepotism (giving a job to a member of one's family instead of to the most qualified person).

CHECK 3.1 is for your third Project task (writing a letter to the press, about reducing intolerance).



Listening comprehension

Listen to the interview with Mother Teresa, then complete the text on p. 29 with either the exact words you heard or your own words that give the same meaning.

Mother Teresa, who is 79, was awarded the Nobel Peace prize (1 - - -). Her Calcutta home for the homeless has received more than 50,000 patients since 1972, very few of whom are Christians. There is no effort (2 - - -). Mother Teresa described her purpose simply as 'picking up the sick and dying from the streets and helping them (3 - - -)'.

Interviewer Mother Teresa, (4 ——)?

Mother Teresa It was many years ago when I was at home with my people.

Interviewer (5 ——)?

Mother Teresa In Skopje in Yugoslavia. I was only 12 years old then. We had very good priests who were helping boys and girls to follow their vocation. It was then that I first knew I had a vocation to the poor, in 1922. I went (6 ——) in

1929.

Interviewer You started teaching in a convent, then set up a school of your own for

poor children. What did you do after that?

Mother Teresa In 1952 we opened our first (7 ——).

Interviewer When you say 'home for the dying', you mean that these are people on the

streets who have been (8 ----) and are dying.

Mother Teresa Yes. The first woman I saw I myself picked up from the street. She had been half

eaten by the rats and ants. I took her (9 —), but they could not do anything for her. They only took her in because I refused to move until they accepted her. The local authorities offered me a part of the Kali Temple as a home for the dying. It was an empty building. I was very happy to have that place, especially

as it was (10 ----). Within 24 hours we had our patients there.

Interviewer What exactly (11 ----)?

Mother Teresa First of all, we want to make them feel that they are wanted. We want them

to know that there are people who really love them.

Project task a

Writing a letter to a newspaper or your school newsletter.

Suggest what could be done to reduce intolerance wherever it may occur, nationally or internationally.

- Set it out with your address at the top right and the newspaper's address at the top left, headed by The Editor.
- Start Dear Sir, or Dear Madam
- Mention an example of racial intolerance or brutality that you have heard of recently and which has prompted you to write this letter.
- . Say how intolerable this sort of behaviour is.
- Suggest what could be done to prevent it in future.
- Express your hopes for more tolerance.
- End Yours faithfully followed by your signature and beneath it your title (Mr, Miss, Ms, Mrs, etc.) and your first name and surname written clearly.

Oral Test 1

This oral test is in six parts. The first three test your ability to distinguish one sound from another; the second three test your ability to produce sounds correctly.

Sounds in pairs

There are six sub-tests in this Part. For each, listen carefully to the words the examiner says and write down the number (1 or 2) of the column each word appears in below. Some words may be said twice; some may not be said at all. For example, if the first word you hear in a) is shoes, write down 1 next to question 1. If the second word is cash, write down 1 next to question 2, like this:

- $\frac{1}{2} \frac{1}{1}$
- shoes choose ship chip wash watch cash catch wish which
- b) 1 2
 pale fail
 pile file
 wipe wife
 copy coffee
 supper suffer
- c) 1 2
 thick tick
 thank tank
 thin tin
 path part
 both boat

- d) 1 2
 sit seat
 lick leak
 bin been
 hill heal
 sitting seating
- e) 1 2
 bought boat
 lord load
 sawn sewn
 torn tone
 caught coat
- f) 1 2 shed shade pen pain let late rest raced felled failed

Sounds in threes

One word in each set of three words will be spoken by the examiner. Indicate, by writing its letter, the word you think you have heard.

1	а	vile	b	while	c	file
2	a	reel	b	wheel	c	will
3	a	edge	b	age	c	hedge
4	a	jaws	b	yours	C	doors
5	a	and	b	hand	c	had
6	a	axe	b	ask	c	arcs
7	a	sack	b	stack	c	shack
8	a	tin	b	din	c	thin
9	a	bug	b	bag	c	beg
10	a	show	b	Jew	С	zoo

Rhyming sounds

There are four words to a line. The examiner will say a different word that rhymes with one of them. Write down the letter of that word.

1	a	match	b	march	С	mash	d	marsh
2	a	hard	b	had	c	heart	d	hat
3	a	bag	b	buck	С	bug	d	back
4	a	heart	b	height	С	path	d	hide
5	a	heat	b	hurt	c	heath	d	herd
6	a	desk	b	decks	С	deck	d	desks
7	a	wriggle	b	regal	c	wrinkle	d	eager
8	a	face	b	phase	c	faced	d	phased
9	a	myth	b	myths	С	miss	d	missed
10	a	aging	b	Asian	c	edging	d	legend

Intonation and stress

Say each student response with appropriate intonation and stress.

1	Was it your camera that cost \$20? No, it was my shirt.
2	Look at those caterpillars! They're just about ready to eat now – very tasty, too. You don't eat caterpillars, do you?
3	Come and watch a football match this afternoon. You enjoy watching football matches?
4	Do you like all kinds of citrus fruit? I like lemons, but not oranges.

Role-play

Study each situation and the roles of the speakers. Prepare to take the role indicated. You should prepare by:

- considering what *style* (ex: formal or informal) to use and what *tone* (ex: pleased, angry, impatient, reassuring).
- considering what points to make. Think also of things that the other speaker might say to you and how you would reply to them.
- thinking of any vocabulary you might need.
- thinking of the functions you will need to use and appropriate structures to express them.
- 1 You come across a child in considerable distress in the street. You feel you should help. Ask the child what the matter is, what his name is and where he lives. Say who you are, be reassuring and offer help. Be prepared to offer an alternative kind of help if your first offer is rejected.
- 2 The car you are driving has just collided with the car in front of you. A policeman has arrived on the scene. Explain what happened and insist it was not your fault: you were about to overtake the car when it suddenly turned left in front of you without giving any signal. You braked hard and swerved, but could not avoid the collision. The driver of the other car disagrees with you.

Discussion

a Below, there are three texts. Study each of them. Make sure you can understand and interpret them. You may make notes for the discussion.

To make your discussion lively, interesting and natural, you can do the following for each item:

- talk about the wider context and general situation it probably belongs to.
- make comparisons with your own country, area or situation.
- relate it to your personal experience.
- express your own attitudes and opinions on the topic.
- ask questions about it.
- ask the examiner to repeat something if you didn't quite catch what he said the first time.

To gain good marks, you will need to show:

- comprehension of the topic.
- fluency in your speech.
- accuracy and appropriacy in pronunciation, stress, rhythm and intonation.
- coherence (each idea should be linked in some way with an earlier idea).
- ability to use a variety of vocabulary, functions and structures.
- individuality and originality.

TEXT A

A wealthy Nairobi man, after having his car stolen at gunpoint, bought another, and took an extra precaution.

When the second car was stolen, the man went to the local police station and told the surprised policemen that he would wait there for the return of his car. An hour later it arrived, towed back with four bodies inside.

The man had left a bottle of whisky in the car, poisoned with cyanide, sure that the car thieves would drink it.

Three of the dead just happened to be policemen.

Sunday Telegraph 7.8.94

TEXT B

Farmers have many ways of conserving water and soil. In some areas weeds are heaped into piles and covered with soil. These mounds help to slow the run-off of rainwater and also become tiny compost heaps. In other areas, walls about 25 cm high are made using lumps of rock. They are built along contour lines and reduce the amount of soil washed away by the rain.

Another clever way of bringing new life to the land is to construct a network of stone squares on bare rock. These are filled with silt and soil from a nearby river bed. Manure is added and vegetables can be grown.

These techniques halt land degradation almost immediately. They can increase crop yields by about 30 per cent and because the results are very quick, farmers are encouraged to continue them.

Adapted from The Financial Times 29.4.94

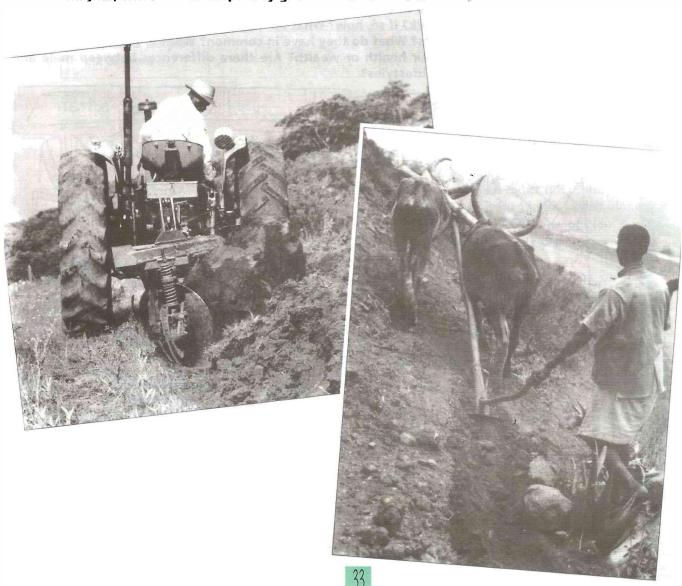
The Americans are returning to Mars. NASA, the American space agency, plans to land a small vehicle on the planet's surface on July 4th 1997. It will explore an ancient flood plain, where scientists believe there may be signs of life.

The vehicle, called Pathfinder, will land on a rocky plain at the mouth of an ancient channel from which scientists believe water once flooded, carving out more channels and islands on a now dry region in the northern hemisphere of Mars. The area is covered with a wide variety of rock and soil samples washed down from the highlands. Scientists are keen to examine these.

Pathfinder will operate for about seven days, using its own small solar panel to provide electricity from the energy of the sun. Three stereo cameras on board will gather information and an x-ray spectrometer will analyse rock samples. The spacecraft that lands Pathfinder on Mars will send the information gathered by Pathfinder back to earth.

Tim Furniss, The Sunday Times 13.11.94 © Times Newspapers Limited, 1994

Now discuss these two farming pictures. Consider the technologies they show and other ways of cultivation that are not shown. Speculate about what sort of farmers these people may be, what kind of crops they grow and the size of their farms.



LIFESTYLES AND HEALTH

PROJECT

Project tasks

To investigate alternative lifestyles and links with health

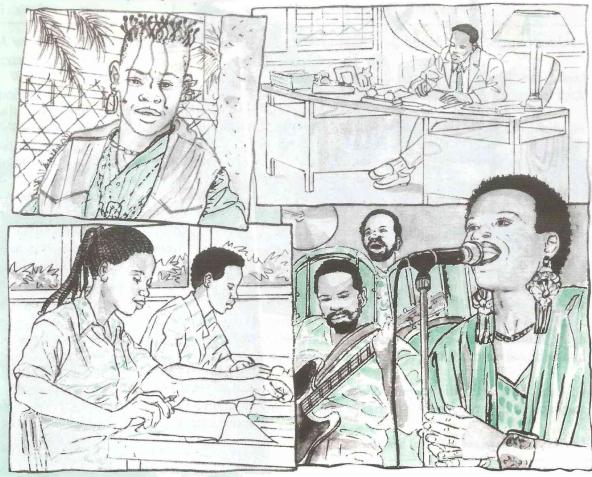
- 1 An argument essay
- 2 An interview
- 3 An article

WARM-UP



Oral description

Study the pictures. What does each tell you about the lifestyle of the person shown? Describe a day in the life of one or two of the people. Say what they wear, what they eat. Do they travel to work? If so, how? What do they do during a morning's work? What are their leisure interests? What do they have in common? What is different? Are there any implications for their health or wealth? Are there differences between male and female, old and young, lifestyles?



CHECKS 1.1-1.5

are for your first *Project task* (writing an argument essay on the topic 'What should the attitude of society be towards nomadic people?').



Read Text A and also reflect on your existing knowledge to copy and complete this table, which gives information about travelling people in Britain, in your area and in other countries.

Travelling People						
	UK	Here	Other countries			
Who they are	'New Age' travellers Gypsies	م مید مید ازد در روان و ۱۵۰				
Their work, if any		FIT I'M, May				
Where they camp	T will be a single		e , is the pigner			
Aspects of lifestyle	The state of the s					
What other people think of them		E				

TEXT A

New Age travellers and gypsies

FARMERS SPREAD dung on fields to stink them off. Local authorities dump rubble in laybys to prevent them settling. The police keep convoys moving from one area to the next.

But the travelling people, traditional as well as new, have at least one determined champion. The writer Jeremy Sandford campaigns for their rights and encourages them to park their buses, bangers and battered caravans in the grounds of his rural home in north Herefordshire. New Age travellers and gypsies should be respected, not harrassed, he says.

In 1966, there were 3,000

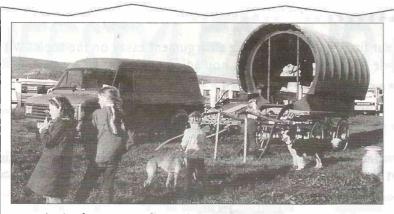
homeless families in England. Now more than a million people are homeless. For many young people with nowhere to live, life on the road, Mr Sandford says, is the fulfilment of a dream.

'Most are highly educated and have a sophisticated view of society,' he says. 'They have learnt to question the values of a work life that wouldn't be there for them anyway. The mortgage, the bricks-and-mortar house, pensions and commuting have no place in their philosophy.'

His own introduction to the travelling life came through his grandmother, who brought her horse-drawn gypsy caravan from Ireland earlier this century. It is still parked in his garden, along with a collection of New Age vehicles. He became so intrigued with the gypsy lifestyle that he wrote a book on the subject and became a member of the National Gypsy Council.

There have been complaints about Mr Sandford playing host to travellers at his own home, a former 14-bedroom hotel set in three acres.

One snooper who reported him made a fool of himself. Peeping over a surrounding hedge, the man saw 13 women gathered around a fire on which a cauldron was bubbling.



It made the front page of a local newspaper: 'Witches at home of author.' But Mr Sandford pointed out that the women, led by the vicar's wife, were from the local church and were having an open-air discussion on caring for the environment.

Why is there such hostility towards travellers? Mr Sandford says settled people have always felt uneasy with wanderers, ever since Cain slew Abel and took to the road. 'People who have worked hard all their lives are suspicious of the apparently carefree life of the traveller. To the man burdened with family, mortgage and work responsibilities, it becomes a philosophical

question: 'Is this what life should really be like? Am I missing out?'

Traditional camping spots, unused land, mountains and beaches have been slowly restricted, so travellers are now forced to resort to public places such as village greens. Even laybys are often barricaded to keep out caravans. This angers Mr Sandford.

'For God's sake, give them sites,' Mr Sandford says. 'Most of the new travellers are young people. In another time in history they would be fighting for their country. We should be responsive to their needs and accommodate them, not persecute them.'

Independent 20.1.94



Discussion in groups

Use these questions as the basis for a discussion.

- 1 What is the attitude of the writer towards travelling people?
- 2 What is the attitude of his society towards them?
- 3 What would the attitude of people in your society be towards New Age Travellers and Gypsies?
- 4 Are there nomadic people in your society? Think of cattle herders, traders, fortune tellers, jugglers and traditional musicians.
- 5 What is the attitude of the rest of the community towards those who live in your society?

VOCABULARY NOTES

New Age travellers mainly young people who reject many of the values of society (such as having a regular job and a home). They often take their religious beliefs from other cultures. Gypsies nomadic people in many European countries. They live in caravans and earn money by

trading.

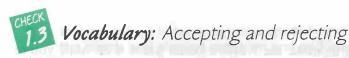
Lay-by a small parking strip beside a main road, where drivers can stop and break their journey. Banger old car in poor condition.

Mortgage loan to buy a house.

Bricks and mortar bricks are small baked clay building blocks; mortar is the sand, water and cement mixture that binds bricks together.

To commute to travel, usually a long way, to and from work each day.

Snooper person who secretly looks around a place and may spy on other people.



Study the table.

For	(pro)	Against (con)		
VERBS	Nouns	VERBS	Nouns	
be in favour of		be against		
support	(give one's) support a supporter	oppose (be or speak against)	opposition (to) an opponent	
accept (say 'yes' to)	acceptance	reject (decide against)	rejection	
accommodate (find a place for)	accommodation	be hostile (towards) (be unfriendly)	hostility	
campaign for (work in support of) back someone up	a campaign a campaigner backing	persecute and make harass life difficult for people	persecution harassment	

VERBS	Nouns
struggle	struggle
fight	fight
battle	battle
champion (be a strong campaigner)	a champion (a strong campaigner)

Solution Choose one of these words for each gap:

accept, against, campaigning, favour, harassment, hostile, of, oppose, reject, support.

Interviewer Mr Brown, are you in (1 ----) of all school-leavers spending a year as primary

school teachers, receiving half pay?

Mr Brown Yes. I fully (2 ——) that idea. But I think they should do it for quarter pay.

Interviewer You are a student, Marie-Ange, what do you think?

Marie-Ange I'm strongly (3 ——) the idea. Most of my fellow students (4 ——) it, too.

Mr Brown You young people, you don't want to help the community these days, do you?

You're good for nothing!

Marie-Ange There's no need to adopt such a (5 ——) attitude. We are willing to do the work,

but don't (6 ____) the idea of low pay. Are you willing to work for half pay, or

quarter pay, Mr Brown?

Mr Brown I've been working for the community for years. I've been (7 ——) for more adult

literacy. But you young people are just parasites!

Marie-Ange I utterly (8 —) your wild insults. And you still haven't answered my question.

Mr Brown They should put you in prison, the lot of you!

Marie-Ange This is (9 ——). You must stop it at once.

Interviewer Oh dear! We're only trying to make the world a better place. I do hope you're both in favour (10 ——) that?





Pronunciation: Intonation for questions (revision)

Text A includes two types of question:

- 1 one wh- question. In this type the tone falls on the last stressed syllable.
- 2 two yes/no questions. These questions could be answered simply by saying 'Yes' or 'No'. In this type the tone *rises* on the last stressed syllable.
- a Find these three questions in Text A and write them down.
- **b** In pairs, practise saying them.
- Ask each other more questions about nomadic people in your country (perhaps one of you could play the part of a visitor asking about traders, musicians and herdsmen). Some can be wh- questions, starting with why, when, where, who, which, what or how; others can be yes / no questions starting, for example, with is, are, do, does, did, have, has, was, were, can.

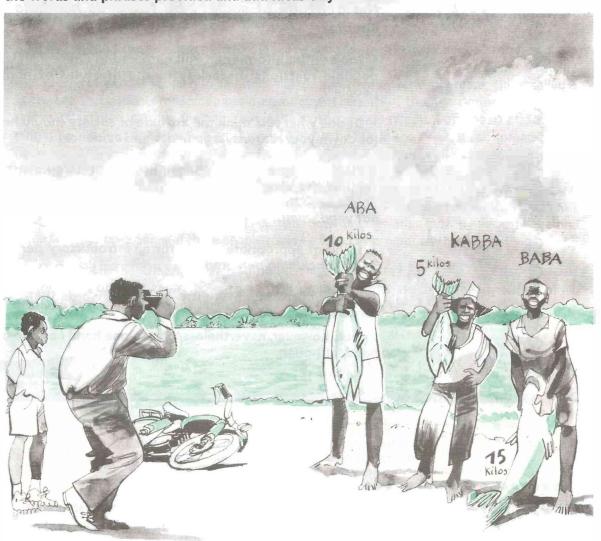


Communication: Adding more information (revision)



- Remember these useful ways:
- 1 *Past participle* 'The man burdened with responsibilities wonders if he is missing something.' Find another example in Text A.
- 2 Present participle 'The boy sitting over there is my nephew.'
- 3 Contact clause 'I didn't agree with everything he said' The relative pronoun that (that he said) is omitted.

In pairs, take it in turns to make up sentences describing what you can see in this picture. Use the words and phrases provided and add ideas of your own.



The person	wearing a funny hat standing holding the biggest fish taking the photograph	in the middle on the left behind the photographer	is is is is	my brother called his friend his son
The fish	(name) caught my brother is holding caught by found in this lake	The order of the state of the s	weighs are	lb. delicious. unique. very big.
The motorcycle	lying on the ground		is	a very good one.
The camera	(name) is using		is	a Nikon

Project task 1

Writing an argument essay on 'What should the attitude of society be towards nomadic people?'

- Look at the information you gathered in Check 1.1 List the possible reactions of society to the lifestyles of nomadic people.
- Decide what you think the attitude of society should be and jot down your reasons, arguments and evidence.
- Plan your essay. Remember to include the arguments that support the view you do not agree with. You will show, in your essay, that they are weaker than your points or simply not valid at all.
- Think of appropriate points for an introductory paragraph and a concluding paragraph.
- Write your essay. Make use of linking words that express contrast where appropriate.

Ex but, however, nevertheless, on the one hand / on the other hand, although.

GRAMMAR

CHECKS 2.1-23 are for your second *Project task* (conducting an interview to work out the risk of heart disease).

CHECK 2.1

Skimming

Quickly skim Texts B and C. After two minutes,

- 1 say which text you would read to find out:
 - a) the cause of heart disease.
 - b) what is meant by heart disease.
 - c) some steps to avoid heart disease.
- 2 say which of these aspects of health are covered in detail in Texts B or C:
 - a) smoking.
 - b) diet.
 - c) exercise.

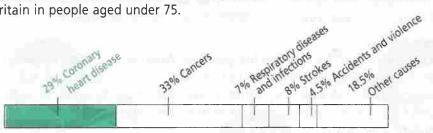
WHAT IS A HEART ATTACK?

A HEART ATTACK happens when there is a sudden and severe blockage in one of the coronary arteries so that the blood supply to part of the heart muscle is cut off. The blockage is usually caused by a blood clot forming in an artery already damaged by fatty atheroma. This is called a **coronary thrombosis** (or sometimes a **coronary**). The part of the heart muscle affected is severely damaged, causing the pain that is the most common sympton of a heart attack. This pain is usually, but not always, a crushing vice-like ache felt in the chest. It can spread to the neck, jaw or arm. It does not usually ease off for several hours. As well as being in pain the person usually feels faint, giddy or sick.

In some cases the effects of the blockage can be so severe that the heart stops beating altogether. This is called a **cardiac arrest** Unless the heart starts beating within a few minutes the person will die. Unfortunately about 50% of all fatal heart attack victims die within half an hour, often before medical help arrives. Some of these people could be saved by prompt emergency first aid.

WHO GETS HEART DISEASE?

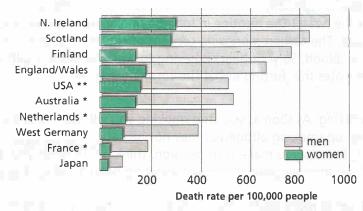
Far too many of us. As you can see from this diagram, heart disease causes nearly a third of all deaths in Britain in people aged under 75.



Causes of death in the UK in people aged under 75 (as a percentage of all deaths in that age group)

Based on figures from the Office of Population Censuses and Surveys (1987)

You can see from this chart how people from some parts of the world are more likely to suffer from heart disease than others. Notice how Northern Ireland, Scotland, Wales and England are at



Death rates from coronary heart disease in different countries (55-64 year old)

Based on figures from the World Health Organisation. 1986 figures except: *= 1985 figures: ** = 1984 figures

the top of the league for deaths from heart disease. Now compare them with Japan. And look at the striking differences even within the UK.

The experts are trying to find the reasons why the death rate from heart disease varies so much from place to place. There is no simple answer. As we will explain later, it is likely to be the result of many different factors.

Texts B and C from 'Looking After Your Health,' Health Education Authority

WHAT CAUSES HEART DISEASE?

Researchers have studied entire populations to try to discover what it is in our everyday lives that increases the risk of heart attack and angina. Their results show that there is no single cause of heart disease. Instead, there seem to be several different factors which together may tip the balance against your heart.

Of course, some people are more likely to suffer from heart disease than others. For example, the tendency to die young from heart disease can run in the family. And certainly the older you are, the greater the risk of having a heart attack. The narrowing of the arteries which can lead to angina and heart attacks tends to get worse as you get older, although it may start quite young.

In general, men are more at risk from heart disease than women. A man in his late forties is five times more likely to die of heart disease than a woman of the same age. But after the menopause, a woman loses the protective effect of her hormones and her chances of suffering from heart disease are almost equal to a man's. And in the last twenty years there has been an increase of heart disease in women in their 30s and 40s.

Even though your age, your sex and your family history are all beyond your control, you can still do a lot to keep your risk of heart disease as low as possible.

RISKY LIVING

Start by looking at the way you live your life. When people think of taking risks they think of going hang-gliding, or driving too fast, or even crossing a busy road. But you might be taking a life-and-death risk every day without even realising it. By smoking, eating too much of the wrong food and not getting enough exercise and relaxation you could be gambling with the health of your heart.

SMOKING

Cigarette smoking can double your risk of dying from a heart attack. And if you smoke heavily you are even more likely to die young from heart disease. For example, a man aged 50 who smokes more than 20 cigarettes a day is four times more likely to suffer from heart disease than a non-smoker of the same age. And women are just as much at risk as men. The risk for a woman who smokes is especially high if she is over 35 and is on the pill.

How does smoking affect the heart? The nicotine in tobacco smoke increases the pulse rate and raises the blood pressure. The carbon monoxide content of cigarette smoke cuts down the amount of oxygen in the blood. So your heart is having to work harder but getting less oxygen. Smoking also accelerates the 'furring up' of the coronary arteries.

WHAT YOU CAN DO

The answer is to give up smoking. As soon as you stop smoking you will start to reduce your risk of a heart attack. Giving up smoking altogether may not be easy.

But it's certainly worth it. To help you make your decision, think about what you gain by stopping. It's not just that you improve your chances of avoiding heart trouble. You gain in other ways too:

- You'll be healthier and breathe more easily for example, when you climb stairs or run for a bus. And you'll help that smoker's cough.
- You'll suffer fewer colds and infections.
- You'll smell fresher. No more bad breath, stained fingers or teeth.
- You'll save money.



Communication: Defining (revised)





A common way of defining is:

- 1 to describe the thing you are going to define and then,
- 2 to say 'This (what you have just described) is called / is known as / is ...' the word / idea you are defining.

For example: 'The classic situation is when a person is exerting him or herself, or getting excited or angry. This brings on a heavy cramp-like pain across the chest, like a huge weight. Sometimes the pain spreads to the neck, shoulder, arm or jaw. It usually fades away after a few minutes' rest. This kind of pain is known as angina.'

Find two more examples of this way of defining in Text B and write down just the last sentence of each.

Write very short descriptions and definitions of two of the following conditions, for a younger person. Follow the pattern presented above.

a blister an attack of malaria a cold measles.





Comprehension

Read Text C on p. 42 to answer these questions.

- 1 Whether or not a person gets heart disease depends on:
 - a no single cause.

c one's own age.

b one's family history.

- d one's gender.
- 2 The risk of having a heart attack:
 - a is greater for women than for men.
 - b is lower after the menopause.
- c is greater as one grows older.
- nopause. d is nil in young people.

43

- 3 Say which of the following factors is an important cause of heart disease.
 - a Driving too fast.
 - **b** Smoking.
 - c Gambling.
 - d Crossing busy roads.
- 4 Smoking:
 - a reduces carbon monoxide in the blood.
 - **b** makes the heart beat more slowly.
 - c widens the coronary arteries.
 - d reduces the heart's oxygen supply.
- 5 If a 50-year-old person who smokes 20 cigarettes a day gives up smoking, he
 - a is four times more likely to suffer from heart disease.
 - b immediately reduces the risk of a heart attack.
 - c gains no advantage whatsoever.
 - d should also avoid running to catch buses.

Project task 2

Conducting an interview to work out the risk of heart disease.

Work in pairs. Using the chart on page 192, take it in turns to ask each other questions about lifestyle. Enter the score for each aspect of lifestyle and see whether the risk of heart disease is high or low.

CHECK 3.1 is for your third *Project task* (writing an article on 'How to stay healthy, keep fit and live longer').



Listening comprehension

- The first part of the talk contains advice about eating and heart disease. Listen to the talk twice. First, look out for what it has to say on these points: amount of food, weight, types of food. Then listen again and make notes on these points to help you write your article on staying healthy.
- The second part of the talk contains advice about blood pressure. Listen to it twice. First, look out for what it has to say on how to keep blood pressure normal and second, note its main points on this topic.

Project task 3

Writing an article for your school magazine on how to stay healthy, keep fit and live longer.

Write an article about a campaign in your country for people to lead healthier lifestyles, take more exercise and eat less. Link this with your own experience.

SPACE

To inform fellow students about space exploration and debate its costs and benefits. Does space matter to us?

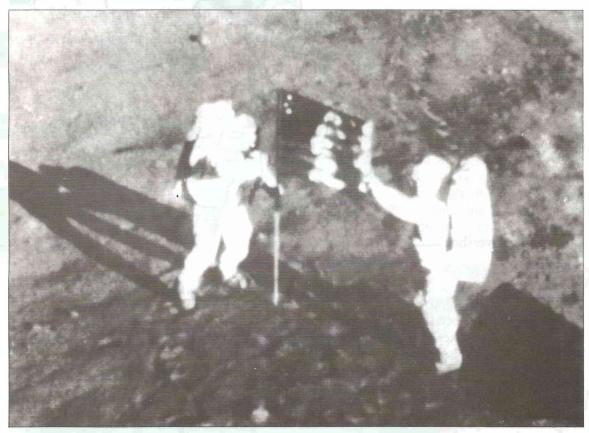
- 2 An essay3 A debate

WARM-UP



Picture interpretation

Would you like to walk on the moon, or to be the first person on another planet?



First steps on the moon

A person must wear a special suit in space to stay alive. It provides him with oxygen to breathe and keeps his body at a safe pressure and temperature. Away from the earth, there may be no oxygen to breathe, and different pressure and temperature could cause instant death.

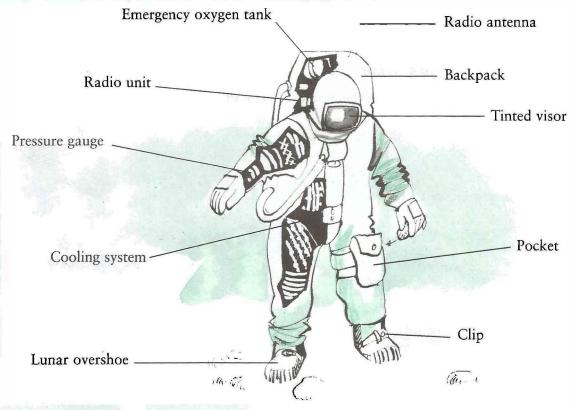


Talking about purposes



Match each part of the space suit (labelled on the illustration) with its purpose and combine them in a sentence using words with a sense of purpose, such as the following:

- Ex 1: The big pocket in the leg of the space suit is for collecting rock samples.
- Ex 2: He picks up radio signals with the radio antenna.



PURPOSES
see without being blinded by the sun
keep the lunar shoe on
hold equipment on his back
supply oxygen if needed
pick up radio signals
communicate with people on earth
protect foot part of space suit while walking on the moon
keep cool
check pressure inside space suit.
hold rock samples

Discuss the wearing of a space suit. Is it risky? Is it comfortable? Can you move easily in it? Can you wear it for a long time? Is it complicated? Must it be well made?

CHECKS 1.1 - 1.5 are for your first Project task (giving a talk on one aspect of space exploration).

WECK.



Personal reactions

Read Texts A, B, C and D and answer these questions.

- 1 Why was Gagarin's space flight so important?
- 2 What adjective best describes his personal qualities? Justify your choice.
- 3 What are your feelings about his space flight?
- 4 What aspects of space flight does Text C focus on?
- 5 List the words that express what you see and hear during a launch.
- 6 Which word in Text C best expresses what the writer feels about this event?
- 7 What are your feelings on reading the account of the launch in Text C?
- 8 What aspect of space flight does Text D focus on?
- 9 What do you think mankind's next big step forward will be?

TEXT A

On a BRIGHT APRIL MORNING IN 1961, at the Tyuratam Cosmodrome in the Soviet Republic of Kazakhstan, a coach pulled up beneath a steel tower which supported a 37-metre rocket. Two men, each in orange flight suits and white helmets, emerged, embraced and touched helmets. One of them ascended a small flight of stairs towards a lift and turned to wave. At the top of the rocket, the man entered a cramped spherical capsule feet first, and the door was sealed behind him.

Yuri Alexeyevich Gagarin was about to become the first man in space. In less than two hours, he would have circled the Earth and returned to the ground with his name on everyone's lips.

A faulty valve briefly delayed the lift-off of the Vostok A1 rocket which carried Gagarin. The film of the lift-off, first seen in the West only several years later, showed the rocket's shadow moving away across the flat Russian steppe. 'Off we go!' shouted Gagarin. A mere passenger in his Vostok craft, Gagarin entered orbit a few minutes later saying: 'The sky looks very, very dark and the Earth is bluish.' After a flight of less than one orbit, 300 kilometres above the Earth, retro-rockets fired during Vostok's first pass over Africa and re-entry began.



The spherical capsule with Gagarin inside separated from the retro-package and plunged deep into the atmosphere, glowing as its protective coating dissipated the fiery heat of re-entry. At a little under 4,000 metres, the first parachute opened, followed by the main one at 2,500 metres. In only 108 minutes, Gagarin travelled 40,650 kilometres,

landing in a field near the town of Saratov. Gagarin had been promoted to the rank of major during the flight. It was announced to the world that the Russians had not only placed the first man-made object in space, Sputnik 1, three-and-a-half years earlier, but had also put the first man into space.

Man In Space, a New Scientist publication, 1986

TEXT B

Moon Launch

Wednesday, July 16, 1969

TIME:

2.32 p.m.

LOCATION: Pad 39A

Cape Kennedy

Ignition; lift-off

YOU SEE THE FLAME from the rocket belching out several seconds before the sound begins to reach you. It comes first as a heavy murmur, a bit like the echo of heavy guns in the hills.

> It builds up rapidly as the rocket starts to climb. It is like being inside a huge drum with somebody beating out a roll.

The sound becomes so intense that it shakes the earth in a series of shock waves. Remember, the noise is being caused not only by the roar of flames, but also by gases cracking the sound barrier.

The sound continues until the rocket is just a pinpoint of light, maybe 50 miles up, and climbing away at several thousand miles an hour.

Eleven minutes after blast-off they go into earth orbit, where all essential systems are checked before they commit themselves to the four-day journey to the unknown. The adventure has begun.

TIME: 2.45 p.m. The first two rocket stages fall away. The third stage, together with Apollo 11, orbits earth at 17,000 miles an hour.

TIME: 5.16 p.m. The third stage of the Saturn rocket relights, boosting the speed to 24,000 miles an hour, pushing Apollo 11 out of earth orbit on its 230,000 mile journey to the moon.

Daily Express 15.7.69



A share in the new world

A FOOTPRINT on the surface of the moon; a man on an alien world; the very frontiers of space breached and conquered by homo sapiens. Science fiction becomes fact on the historic hour of 7.12 a.m. Monday, July 21, 1969, when Neil Armstrong takes his first step on to the moon.

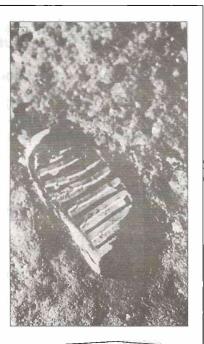
For that brief moment, and, alas, it will be brief, we will no longer be a divided world squabbling over different philosophies or our frontiers. We will be Mankind, one and indivisible. For though the moonmen will be

Americans, they are but the envoys of man and his history.

Once man harnessed fire and put it to his use; then he fashioned the wheel. He built ships to take him to far-off continents, discovered new lands and tapped new sources of energy to drive the engines which he, too, invented.

Now mankind takes the most gigantic step forward yet – a journey to another planet.

Daily Express 15.7.94



TEXT D

1957 Nov

Space flight: some important dates 1957 Oct Russians put first satellite (weight: 83 kilos) into spa

1957 Oct Russians put first satellite (weight: 83 kilos) into space. It was called Sputnik 1 and was unmanned.

Russians put Sputnik 2 (weight: half a ton) into space, carrying the dog Laika, which became the first living creature to orbit the earth.

1958 Americans launch their first satellite, Explorer 1, weighing 14 kilos.

Russians launch Luna 1, a spacecraft that flies past the moon at a distance of 6,000 kilometres.

1961 Russians put first man, Yuri Gagarin, into space. He orbits the earth.

1962 First American manned flight makes three orbits in Friendship 7.

Russian Andrian Nikolayev makes 64 orbits in Vostok 3.

Alexei Leonov, Russian, is first person to walk in space. He leaves his spacecraft wearing a space suit linked to his spacecraft by an oxygen supply line.

1965-66 Americans perfect docking techniques (two or more spacecraft linking together in space) and working outside spacecraft wearing space suits.

Americans put first men on moon. Programme cost about 20 thousand million dollars.

1973 Americans launch Skylab, an 85 ton science laboratory which orbits the earth.

Americans launch space shuttle for the first time. This is a spacecraft that can land horizontally, like an aircraft, and be used again.

1960s to Satellites have been put into space for military reconnaissance, weather and earth the present observation, communications, navigation and other purposes.



Vocabulary: Adjectives in -ish



When Gagarin said 'The earth is bluish', he meant it is blue or like blue to some extent. It may not be exactly blue, but is a sort of blue.

-ish can be added to many short adjectives.

Ex: colours and tastes: reddish, greenish, sweetish

shapes and sizes: roundish (not perfectly round)

age:

Speak in pairs:

1 Describe some of the things you can see around you, such as the colour of people's clothes, objects in the room: their shapes and sizes.

2 Make up short conversations, perhaps about buying and selling things, like this one.

Buyer You said the bicycle was a new one. But look at all the scratches on it!

Seller Well, it's newish. I've only ridden it once.

Buyer Nevertheless, that knocks at least 15% off the price!

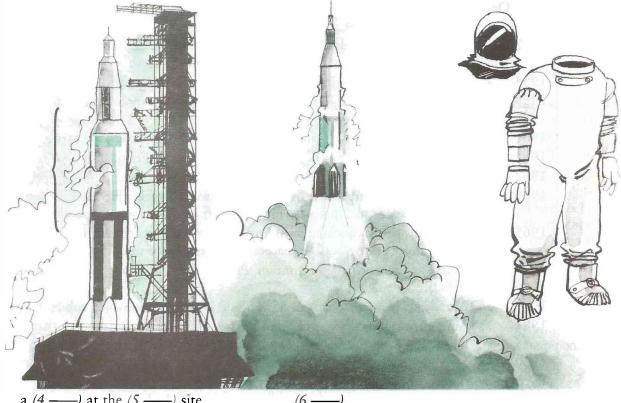


Vocabulary: Space flight



Guess the meaning of these expressions and label each part of these diagrams.

lift-off (= blast-off), launch, steel tower, capsule, stages, helmet, rocket, space suit (= flight suit).



a (4 -) at the (5 -) site



Match each expression with its meaning:

-54	1	capsule	a	with no one on board
		craft	b	entering the earth's atmosphere again
		docking		small spacecraft
	4	unmanned	d	rocket fired against the direction of travel to slow the craft down
	5	re-entry	е	any spacecraft
	6	retro rocket	f	the linking up of two or more spacecraft in space



Communication: Emphasising, using so and such



Study the uses of so and such in this conversation. Then complete the rules below it with these words: adjective, that, so, noun.



Jeanne Look! There's a car going along without a driver!

Annelise No. There is someone in it, but he's so small that you can hardly see him.

Jeanne Oh yes. I see. He's such a small person that he has to stretch his neck up high to see.

Annelise It's my grandson! He's too young to drive. He's such a naughty boy. His parents will be so angry when they find out. They've tried so hard to bring him up properly, but he's such a difficult boy.

- 1 Such is used to emphasise the adjective when it is followed by a (——).
- 2 So is used to emphasise an (——) alone or an adverb.
- 3 Such and (——) may be followed by a clause that starts with (——), although the word may be omitted.

In pairs, make up a short conversation for this situation. Then practise saying it.

Two people are waiting for a third person who is late for their rendezvous.

Make up the conversation of the two who are still waiting. Use phrases like these:

taking such a long time, so late (that I think he must have forgotten), such a nuisance, so annoying, so many other things to do, usually such a reliable person.



Pronunciation: If I | v | as in fan and van

For both sounds your top teeth touch your bottom lip. The difference is that /f/ is not voiced, but for /v/ you use your voice.

COMPETITION BETWEEN GROUPS. Say each word or sentence correctly when asked:

Give the plural of:

1 wolf

2 thief

3 loaf 4 wife

Give the singular of:

5 leaves

6 calves

7 hooves

10 halve

11 strive

Say the noun derived from each verb:
Say the verb that this noun comes from:

12 relief

8 believe

13 half

9 grieve

14 life

15 safe

Complete each sentence with -fle or -val:

16 A soldier carries a ri ___

17 An opponent is a ri ____.

Add f or v where there is a space:

18 This is a __ery big __erry.

19 There's a __ine __iew from this hill.

20 Quite a _ew French _ines grow successfully in California.

Project task i

Giving a talk on one aspect of space exploration.

Work in groups. Each group will prepare a talk in two parts. Part one will be on landmarks in space exploration and will be based on the information in Text D. Part two will cover one of these aspects: the courage, the excitement or the historical importance of space travel.

- 1 Choose one of the three aspects just mentioned and make a set of notes on whichever text deals most fully with that aspect.
- 2 Use your notes and the information in Text D to prepare a script for your talk.
- 3 The spokesperson for each group gives a talk to another group.

•••••

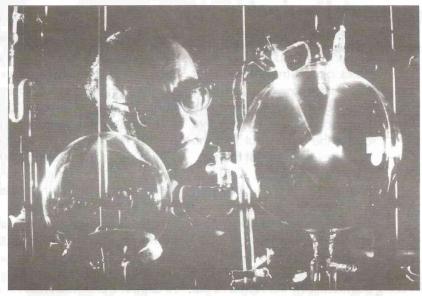
CHECKS 2.1-2.3 are for your second *Project task* (writing an essay 'Is there anyone out there?').

CHECK

Summary

Read Texts E, F and G to discover arguments and evidence for and against the existence of life outside earth. Then write them down briefly under two headings. This work will help you with your essay.

On October 12th, 1992 — the 500th anniversary of the day Columbus set foot on American soil the American space agency NASA pointed two radio telescopes, equipped with state-ofthe-art detectors, towards the same part of the sky. One listened to signals coming from a nearby star like the Sun. The other slowly scanned the sky around. This was the start of its \$100 million Stanley Miller programme to listen for



radio signals from a civilisation beyond earth. It is called the search for extraterrestrial intelligence, SETI.

The new NASA equipment is so sensitive that this survey overtook all previous searches put together in its first months. Before the end of the decade, we may know whether or not we are alone in the Universe.

What makes us think there might be life out there, anyway? Circumstances, that is all. Earth is an average planet circling a normal star, the Sun, at just the right distance for life to be comfortable. Our Sun is one of 200 billion stars in our star-city, the Galaxy.

Life on Earth is made of some of the most common elements in the cosmos: carbon, nitrogen, hydrogen and oxygen, which are literally stardust from long-dead stars.

And the chances are that these raw materials will come together to make up the substances needed for life. Since the 1950s, American chemist Stanley Miller has been 'creating life' in his laboratory. Miller brews up in a glass flask a mixture of the gases that filled Earth's original atmosphere. Electric sparks in the flask mimic flashes of lightning. After a few hours, the water in the flask is a revolting brown colour. The original gases have combined to create a rich broth of organic molecules - the stuff of life.

On Earth, we know that this 'primordial soup' coagulated into living cells. The cells then evolved into the different kinds of life we have today. There is every reason to think that the same thing would have happened to other 'Earths' elsewhere in the Universe.

It is unlikely that the aliens will look like us. After all, it is only by chance that we evolved with two legs instead of three.

But the competition between the different species on any planet should lead to a species that is intelligent: that can reason, communicate and make tools. Like Homo sapiens on Earth, they should eventually work out the laws of electricity and magnetism and build computers and radio sets.

Taking all this on board, astronomers can make an educated guess as to how many intelligent civilisations there are in our galaxy right now. Pessimists say there is only one: us. But the vast majority of scientists believe there are many thousands, possibly even millions, of other civilisations.

Some of those millions might be trying to tell us about themselves and the cheapest way to communicate across light years of space is to use radio waves.

BBC World wide December 92

'Aliens'

THE HUMAN FIXATION with 'aliens' is not new. It dates almost from the time of the astronomer Copernicus, who was the first to argue that the heavens did not revolve about the earth, but that the earth revolved about the sun.

By the time he, Galileo, Brahe, Kepler and Newton had more or less sorted out the solar system, 300 years ago, something very profound had happened to humanity. Before, people could think of themselves as the centre of the universe: the most important things in creation. Now they had to get used to the idea

that the stars were really just other suns, and that the Milky Way was just another galaxy, and that there seemed to be no end to the universe.

This raised the question: is all this just for us? To which some people have always firmly said 'yes' and others have enthusiastically said 'no'.

There is a huge segment of humanity that believes that there is somebody out there. This is just part of the cold logic of what is sometimes called the Copernican principle: that there is nothing special about us or our part of the universe.

If the sun is just another star, then there must be other stars like the sun, with planetary systems. And some of those other suns will have planets which are neither too hot, like Venus, nor too cold, like Mars, but just right for the formulation of life.

Of course, some will be younger than our sun, and some will be older, so some will be covered with early forms of life, and others will have evolved into supercivilisations which will have left our sort of technology behind.

Guardian Education 21.9.93

TEXT G

SETI 2

Michael J. Klein, SETI's project manager, is a churchgoer. 'Do I believe in a supreme God? Yes, I do. I don't have a lot of answers, but I have a lot of awe and faith. I believe in a creator who established the laws of physics.'

Klein does expect that one day earth will detect an intelligent signal from somewhere in the Milky Way. 'My guess is that such a signal will be detected at a distance

much greater than ten light years. I would guess 100 or more. Most of us who work on SETI believe that some day there will be contact via communication — not space travel.'

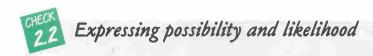
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Even if no signal from space is detected, NASA says the technology developed to search for faint signals from distant planets can be applied to more down-toearth problems in medical diagnosis, resource exploration, aircraft safety and electronics.

It will also yield uniquely detailed astronomical data and have useful spin-offs in education. But if a signal was detected, why then: 'Information gathered from other civilisations may provide important practical as well as social and philosophical benefits.'

Financial Times 11.4.92







Study this table which shows ways of expressing different degrees of possibility and likelihood.

Expression	MEANING
There may be life beyond the earth. There could be life beyond the earth. It is possible that there is life There is some evidence that there is Perhaps there is life	Possible
There may well might well could well The chances are that there is On balance I believe that There probably is It is likely that	It is quite likely (more than 50% probable)
There ought to be/should be There is every reason to think that There is strong evidence that	Even more likely
It is safe to assume that It is almost certainly the case that There must be	The speaker is certain (but does not have proof)
There might be It is unlikely that	Just possible
It is most unlikely that	Only just possible
There can't/couldn't be It is impossible that	The speaker assumes. It is impossible

- Find examples of some of these expressions in Text E and write these down.
- In pairs, discuss the possibility / likelihood of each of the events listed below. You may add other events of your own choice. Be careful to choose words and phrases that express your belief about how likely or unlikely each event is. You may add reasons / evidence to support your belief.
 - Ex: A It's almost certainly the case that the earth is getting warmer.
 - B What makes you think that?
 - A In the last few years researchers have found many more plants growing in Antarctica.
 - B That may be because Antarctica alone is getting warmer and not the whole earth.

EVENTS

- ~ rain tomorrow
- ~ a vaccine/cure for AIDS will be found this year/by 1998/this century/early next century.
- some terrible new illness will arrive in the world in a few years.
- ~ a) the earth is getting warmer.
 - b) this is due to mankind's burning of fuel.
- ~ ordinary people will travel into space regularly during the next century.
- ~ the world's supply of oil will run out in the next 50 years.
- scientists will discover a major new source of energy to replace oil.



Presenting ideas in pairs or groups





Find the sentences in Texts F and G which contain each of the following expressions for presenting ideas in pairs or groups.

Expressions	Functions
not, but neither, nor, (but)	to contrast ideas in general
if, then	to emphasise possible cause and effect
some, other(s) before, now	to contrast groups to contrast times

In pairs, hold short conversations for these situations:

1 Emphasise developments in your area. Use Before ..., ... Now ...

Ex: Before there was a proper road to our village, people had to go on foot and carry goods on their heads. Now ...

Before we had electricity, people / we used oil lamps and had no running water. Now ...

2 Talk about the consequences of possible future events.

Use If ..., then

Ex:	Possibility	Consequence
	the earth becomes warmer	sea level will rise.
	sea level rises	many coastal towns will be flooded.
	everyone receives a full education and training	Ś

3 Correct someone who has misunderstood you. Use not ..., but ...

Ex:	What you didn't do/mean/want	What you did do/mean/want		
-	come to the shop to buy a bicycle	to sell one		
	turn left at the crossroads	turned right		
	speak to the shop assistant	to the manager herself		

Copy out this conversation, placing one of these words in each gap:

before, but, but, if, nor, not, now, then.



Bako What's happened to you? Why are you limping? Did you fall over or bump into something?

Ibrahim I'm (1 ——) limping because I fell over, (2 ——) because I bumped into something (3 ——) because I was attacked by a very fierce dog!

Bako But there isn't a dog in the warehouse I sent you to.

Ibrahim No. I forgot your instructions. I didn't turn *left* into your warehouse, (4 ——) right into someone else's.

Bako Oh dear! You went into Mr Sylla's warehouse. He was robbed of a lot of goods recently. (5 ——) that, he just kept his place locked. (6 ——), however, he has three fierce dogs to guard it.

Ibrahim (7 —) you ever want me to do anything for you again, (8 —) you'll have to give me written instructions and a map!

Project task 2

Writing an essay 'Is there anybody out there?' for printing in a student magazine as a contribution to space awareness.

- 1 Study the arguments you have listed for and against the likelihood that there is life beyond the earth (Check 2.1).
- 2 Decide what you believe, on balance, on this topic.
- 3 Plan an assay, pairing up arguments for and against your view. You will probably start a few of your paragraphs with an argument against your view, and end them with an argument supporting your view and showing the weakness of the opposing argument.
- 4 Start with an introduction. You may quote a point made by a great scientist of the past. You may refer to efforts being made by scientists today to resolve this issue. You may even mention that there is a religious dimension.
- 5 Continue with the main body of your essay where you present and discuss the arguments.
- 6 End by stating your conclusion and looking to the future.
 How will we find out and what is the answer likely to be?

CHECK 3.1

is for your third *Project task* (conducting a debate: 'Do the benefits of space exploration justify its cost?').



Read Text H and list the benefits and costs of the space programme it describes.

TEXT H

The trouble with Hubble

Launched into space in 1990, the Hubble Space Telescope was billed as the most magnificent scientific instrument ever put into orbit. But it quickly became known as the \$1.5 billion blunder. The first pictures from Hubble showed that its main mirror was

deformed and its pictures were out of focus. There had been a measuring mistake when it was being made. Hubble had other troubles: six memory banks in its computer had failed; its solar panels (for generating electricity) were bent and flapped about;

some measuring instruments had broken down and two of its three gyroscopes, which enable it to fix its gaze as it orbits, had failed.

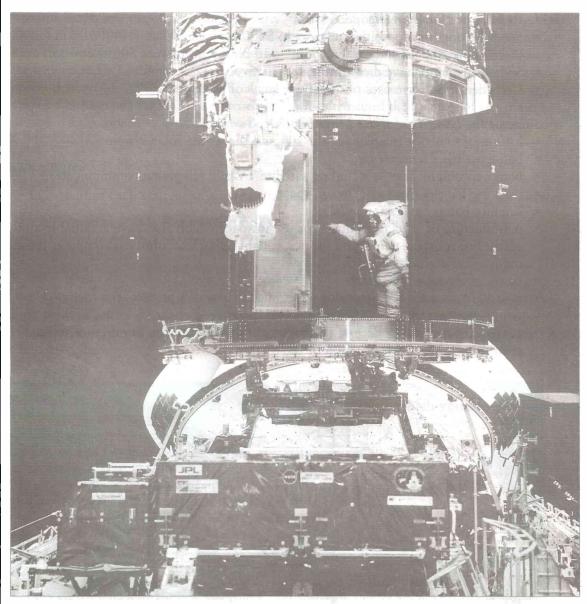
The American space agency NASA decided to repair Hubble - at a cost of \$693m, more than the annual earning power of a dozen

small countries. This entailed sending a team of astronauts into space with three or four tons of equipment. They had to catch the telescope as it orbited and carry out the repairs, replacing faulty equipment while working outside their spacecraft.

The repairs were carried out in December 1993 and were a triumphant success. Hubble now

sends superb pictures back to earth. Compared with a telescope on earth, its performance is 1,000 times more detailed. It is now possible to measure stars in distant galaxies that will help us discover the age of the universe. So December 1993 marks a great leap forward in astronomy. It also proves that people can carry out intricate and complex repair

work in space. Nevertheless, the questions that haunted NASA before the Hubble mission won't go away. Why does the US need a space programme anyway? Should the nation be risking lives and spending enormous amounts of money to keep sending humans into space, and if so, why?



Kathryn Thornton on the shuttle's robot arm carrying out repairs.

Project task 3

Conducting a debate on the topic 'The benefits of space exploration do not justify its costs.'

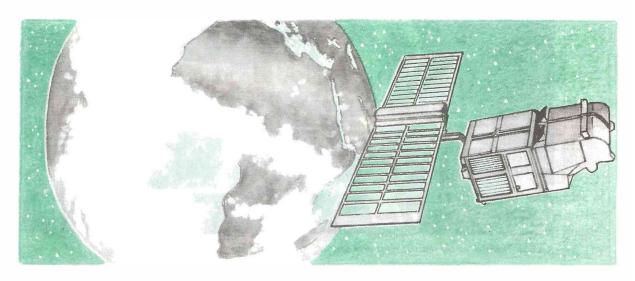
Use the points you have read in Text H and the points listed below.

Some of the costs of space programmes:

- Moon landing, \$34 billion to \$46 billion. Each launch of America's space shuttle: \$400m-\$500m
- for launching satellites and other purposes
- Each launch of Europe's Ariane rocket: \$100m
- 'Ulysses' mission to study the sun: \$750m
- Repairs of Hubble telescope: \$693m
- Special camera in space to study earth: \$300m
- Developing a space station 'Freedom': \$30 billion up to year 2000
- Some astronauts have died during space travel.
- Consider alternative uses of the above sums of money.

Some of the benefits of space programmes:

- information about the planets, the sun and the whole solar system
- better weather forecasting
- better communications, including satellite TV and telephone communication
- tracking locusts from satellites in space
- satellite-based navigation aids
- manufacture of special products for use in space which also have a valuable application on earth: fire-resistant paints and fabrics, tougher plastics, improved computer technology and many other technical items.
- better mapping of the earth
- possible reversal of depletion of the ozone layer which protects the earth
- with telescopes in space like Hubble, we could predict earth's collision with an asteroid or comet and perhaps deflect or destroy it, thus saving maybe hundred of millions of lives or even preventing the destruction of the earth itself.



Exam Preparation 1

Reading comprehension and Vocabulary

Reading comprehension

The following text will be used to illustrate some common question types: **A** -**D**.





Malawi after Banda

ne consequence of the electoral defeat of Dr H. Kamuzu Banda and the Malawi Congress Party (MCP) in May 1994 is that Chitumbuka, a northern language, will be one of those broadcast on the national radio. Chitumbuka rejoins two languages that were, in 1968, declared official languages: Chichewa and English. The expressed desire was to foster national unity. A Chichewa Board

to safeguard the purity of Chichewa was established. Chichewa became a compulsory and examinable subject in primary and secondary schools. The national university set up a department of Chichewa and linguistics. Knowledge in schools was disseminated chiefly in English, which remained the language of government.

Garton Kamchedzera, Focus on Africa, July-September 94

A True / false

Ex: Say whether each statement is true or false according to the text. Justify your answers.

1 Dr H. Kamuzu Banda lost an election.

The statement is true, so the answer is True(T).

Be careful!

 Make sure your answer is based on the text. Do not answer on the basis of your general knowledge or what you feel is likely to be correct. Find the answer in the text.

B Multiple choice

Ex: From the list of choices labelled A to D, choose the one which you believe correctly answers each question.

- 1 Between 1968 and 1994, the Malawi Government's language policy:
 - a favoured Chitumbuka
 - b favoured Chichewa and English
 - c favoured Chichewa and Chitumbuka
 - d treated all Malawian languages equally.

Be careful!

 Read each question or statement and all the choices very carefully. Notice, in particular, any words which modify a statement. For example, the dates are crucial to the correct answer in the question above, and in choice d the word all is very important.

Open-ended questions

Ex: How many languages are now broadcast on Malawi's national radio?

Be careful!

- Read the *whole* text to answer a question. Sometimes the information for one answer is in more than one part of the text.
- Answer the question accurately and in the terms which you are asked. For example, in the question above you are asked *how many* languages, so your answer will be *a number*. It would not be correct to give this as your answer: Chichewa, Chitumbuka and English.

D Completing a flow chart, table or diagram

Ex: Read this text and show your understanding of it by completing the flow chart on page 63.

When we look at people and objects, we are only able to see them because light from the sun hits them, and then bounces off. The light that bounces off has been reflected, and it is this reflection that enters our eyes. The light the eye receives is then sent to our brain, which puts together all of this information and then gives us one of our most important senses \rightarrow VISION.

The eye is a very complicated part of the body. It is protected from sand and dust by our eyelashes and eyelids. Every time we blink, a thin layer of water is left on the surface of our eyes, which helps to stop them from drying out. These tear secretions also contain an antibacterial enzyme.

Whenever we look at something, light is reflected from its surface. This reflected light enters our eyes through the clear part which is called the cornea. The cornea is the transparent disk on the front of the eye; it contains free nerve endings which are sensitive to pain and cause reflex blinking and tear secretion.

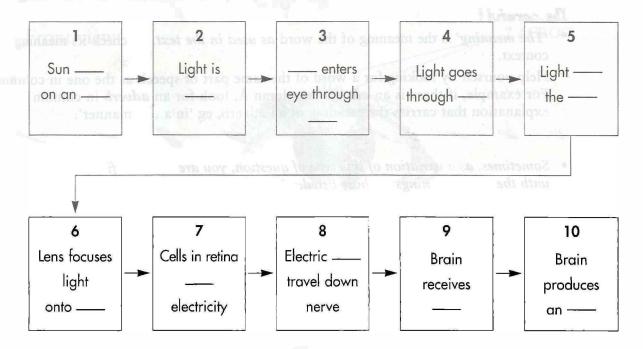
After passing through the cornea, the light

then travels through an opening called the pupil. The pupil helps to stop too much light from going into the eye and causing damage. The part of the eye that makes the pupil larger or smaller is called the iris. If the light entering the eye is very bright, then the iris will make the pupil small; if the light entering the eye is dim, then the pupil will grow larger to allow more light in.

After the light has passed through the pupil, it enters part of the eye called the lens. The lens is totally clear and is like a magnifying glass. It helps to focus light onto the back of the eye.

At the back of the eye is the retina. The retina is made up of thousands of light sensitive cells, called rods and cones. The cones register coloured light, while the rods are more sensitive and are used to build up a picture in dark conditions. When light hits these cells, they generate tiny amounts of electricity which travel along a pathway called the optic nerve. The brain receives these impulses and turns this electrical signal into an image.

THE PROCESS OF VISION



Be careful!

• Questions of this kind require you to *select* very specific items of information from the text and *state* them very briefly. They are a form of information transfer and act as a summary which is very easy to grasp quickly because of its graphic nature.

Vocabulary

In some examinations, the first vocabulary tests are related to a reading text. The following common question types, **A** - **G**, relate to Text 1 on page 61, under Reading comprehension.

A Matching

Ex: Match each word in column A with its meaning in column B. Write your answers like this:

	Column A	Column B		
1	consequence (line 1)	a	established	
2	set up (line 12)	b	mainly	
3	chiefly (line 14)	c	result	

Be careful!

- * 'The meaning' is the meaning of the word as used in the text. So check its meaning in its context.
- * Help yourself by looking for a word of the same part of speech as the one in column A. For example, if there is an *adverb* in column A, look for an *adverb* in column B or an explanation that carries the meaning of an adverb, eg 'in a . . . manner'.
- Sometimes, as a variation of this type of question, you are asked to find words in the text with the same meanings as those listed.

Multiple choice

Ex: Choose from each list of words the one that is closest in meaning to the word in *italics* as used in the text. Write down the letter that is beside it.

1 Safeguard a establish b undermine c develop d protect

2 Disseminated a printed b learnt c spread d tested

Be careful!

Read the instructions carefully.

- You may be asked to circle a letter, shade in a letter, write down a letter or write down a word or group of words.
- Make sure you identify the correct number for your answer.
- Use the context as much as you can to decide on the meaning of the target word.
- Sometimes, as a variation of this type of question, you are asked to choose a word that is most nearly *opposite* in meaning to the one in italics. Read your instructions very carefully because the two types of question look the same.

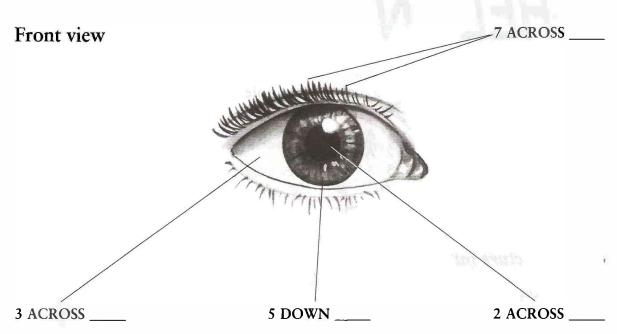
Ex: Choose from each list of words the one that is most nearly opposite in meaning to the word in *italics* as used in the text.

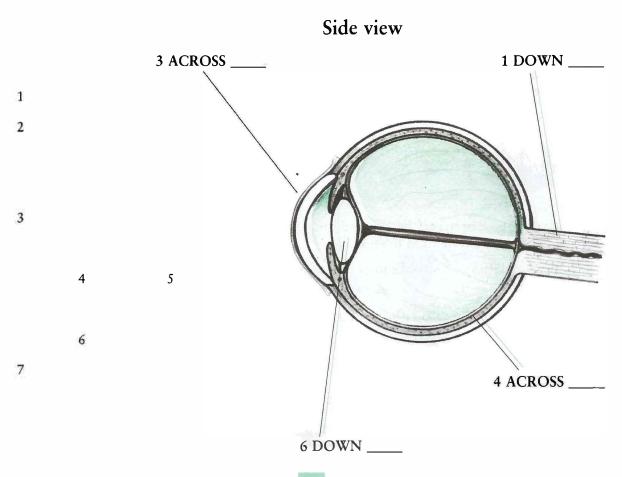
1 Compulsory a obligatory b optional c essential d useful

@ Completing a diagram or crossword

Be careful!

 When labelling a diagram, take care to write the word you have chosen in the correct space. It is too easy and such a pity to lose marks through carelessness. Ex: Use these diagrams to complete the crossword.





HELPING EACH OTHER

PROJECT

Project tasks To highlight the roles of people of different backgrounds in helping each other.

- 1 An article
- 2 A dramatisation
- 3 A letter to a newspaper

WARM-UP



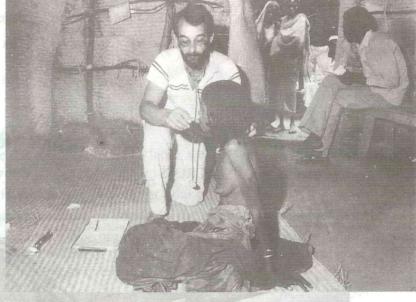
Picture interpretation

Let these illustrations stimulate ideas about help that can be given in emergencies.

What kind of emergencies can you think of?

What can international organisations do to help?

What can local people – even schoolchildren – do?





CHECKS 1.1-1.6 are for your first Project task (writing an article on 'The Roles of Participants in Aid').

Information transfer

Read Text A and complete the chart below it. Then do the same for Text B.

TEXT A

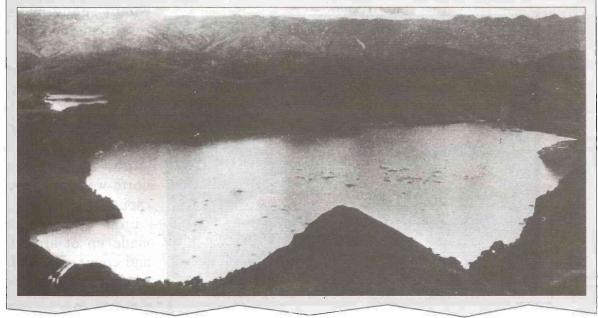
Cameroon's Killer Lakes

DURING THE NIGHT in Yaounde, Cameroon, to try of 21 to 22 August 1986, Lake Nyos, located on the volcanic rim in western Cameroon, disgorged a vast cloud of toxic gas which took the lives of about 1,700 people and thousands of cattle. Two years earlier, on 16 August 1984, a similar disaster had taken place 100 kilometres away at Lake Monoun, causing thirty-seven deaths. In 1987, on UNESCO's initiative, more than 200 research workers and experts met for a conference

to understand the causes of these incidents. Had there been a sudden total or partial degasification of the water? If so, was this due to a landslide, a rockslip, a violent wind or to an upwelling of deep water? Or had a volcanic disturbance released the gases from a subsurface reservoir? A team from the University of Savoy, France, is working on a project distance from the two lakes. to bring the remaining watertrapped gas to the surface through a system of pipes.

The quantities involved are estimated to be 250 million cubic metres for Lake Nyos, and 9.4 million for Lake Monoun. To avoid another disaster, experts have set up a buoy equipped with a satellite-transmission device, a seismic monitoring system and meteorological measurement platforms. In addition, 4,000 people have been relocated at a safe

floating object, often used to mark a position



People or organisation	TASK
	to find the causes of the lakeside deaths
University of Savoy team	
	to set up a buoy with a satellite-transmission device
Government authorities	

TEXT B

Cameroon proves its efficiency in the aftermath of disaster. Teamwork averts spread of disease and allays distress.

The first phase of a well-ordered relief operation for about 3,000 survivors of the volcanic disaster in Cameroon is nearing completion.

Despite the remoteness and rugged terrain of the stricken region, thousands of tons of emergency aid have reached two distribution centres set up by the Cameroon authorities near the scene of the bizarre tragedy.

The immediate threat of an epidemic has been averted by the rapid and unceremonial burial of some 1,500 villagers asphyxiated by the huge cloud of carbon dioxide. The carcasses of thousands of cattle and other

animals scattered around the high plateau are being burnt.

More than 500 casualties have received proper medical attention, and those requiring skin grafts for severe acid burns have been transferred to larger hospitals.

The second phase, the establishment of refugee camps pending a big resettlement, is already under way.

Enormous C130 transport aircraft of the Cameroon Air Force have been ferrying the international aid from Yaoundé to a new airport at Bamenda, the north-western provincial capital.

From there, convoys made up of army lorries and commandeered fourwheel-drive vehicles have



been struggling up a tortuous dirt road to the distribution centres at Wum and Nkambe, respectively 25 and 70 miles away.

Supplies include camp beds, blankets, drugs, power generators, and 20,000 tons of cabbages from France.

In the immediate aftermath of the disaster, villagers forced to flee their homes were given refuge by neighbouring tribes, in accordance with African tradition, and in local hospitals and community centres.

Foreign observers have been impressed by the pragmatism and efficiency of the Cameroon authorities in coping with the greatest national disaster.

Mr Robert Hogarth, a vice-consul who has come from Douala to supervise the British aid, said that the operation was being conducted swiftly and smoothly. 'They've done very well. Instead of appealing for masses of indiscriminate assistance, they have determined what was required and requested specific items and quantities.'

The provincial governor is monitoring the flow of aid closely, to ensure that it does not exceed available storage space and long-term needs.

A practical demonstration of the efficiency was to be

found at Bamenda airport, where Mr Fred Ndang, the government economic adviser, was supervising relief operations.

As another C130 thundered on to the runway, he said: 'We are cataloguing everything that arrives, and sending on only what the distribution centre requests.'

'We are exceedingly grateful to the donors. Through their generosity we have already managed to relieve a great deal of suffering.'

Lack of co-ordination among donors, however, has swamped local relief teams with unnecessary and often inappropriate gifts.

Gavin Bell, *The Times* 1.9.86 © Times Newspapers Limited 1986

People or organisation	ŢASK
	set up distribution centres
Cameroon authorities	1,500 and cattle
Larger hospitals	The state of the s
and	transported aid inside Cameroon
	flew aid to Yaoundé
France	
	gave homeless villagers a place to stay straight after the disaster
	decided what aid was needed and asked for specific items and amounts
Mr Fred Ndang	
	monitored the flow of aid



Vocabulary: Word formation



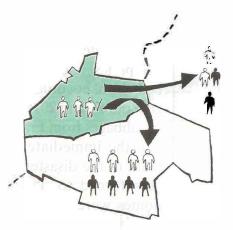
The prefix de- generally means 'removal' or 'reversal'.

Ex: Desalination means the removal of salt from seawater.

Complete each sentence with suitable words:

- 1 Degasification means the of —.
- 2 Deregulation means the —— of some ——.
- 3 To dehumidify is to reduce the —— of something.
- 4 To depopulate an area is to —— its ——.
- 5 Decaffeinated coffee has had the ——— from it.

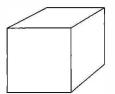
NOTE: The syllable de is stressed in all the above words.



Many adjectives, especially scientific ones, end in the suffix 🦚.

Find words that mean:

- 1 poisonous
- 2 to do with shaking the earth
- 3 to do with volcanoes
- 4 having the shape or volume of a cube.



The names of many acids end in 🚲

Name these acids:

- 1 H_2SO_4 : sulph—— acid.
- 2 HCL: hydrochl—acid.
- 3 HNO3: ni— acid.
- 4 H_2CO_3 : carb—— acid.





Reading skill: Understanding complex noun phrases

GRAMMAR IB

Ex: A satellite-transmission device is a device for transmitting by satellite.

Complete each statement with suitable words:

A seismic monitoring system is a —— for —— seismic activity. A meteorological measurement platform is a —— making —— measurements.



Read Texts C and D and make your own chart, showing clearly the people and organisations involved in aid and the work of each.

TEXT C

SOME 30 TONNES OF FOOD have arrived from Britain and the United States, and Zaïre has sent 50 army tents to accommodate 250 people.

Gavin Bell, *The Times* 30.8.86
© Times Newspapers Limited, 1986

TEXT D

BRITAIN WAS PREPARED

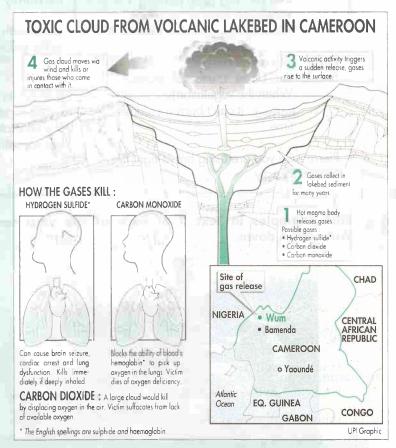
to send experts in toxic gases as well as protective clothing, medical supplies and gas masks. Lady Young, the Minister of State at the Foreign Office, said, 'We recognise this is an appalling natural disaster in a very remote area.'

The United States, Israel, France, and Switzerland have sent or are sending aid teams, and Spain, Japan and Italy have also offered help.

Scientists from the United States Geological Survey will arrive at the disaster scene in the next day or two after an invitation from the Cameroonian Government. They will join French scientists already there to analyse the causes of the disaster.

The gas eruption is being likened to an incident at Lake Monoun, in the same mountain range, two years ago, when 36 people were killed.

• WASHINGTON: A US aid team of three doctors is due to arrive in Cameroon today (Mohsin Ali writes).



A second team of American scientists, including a geologist, a geo-chemist and a volcanologist, is to arrive in the country tomorrow, the State Department announced yesterday.

The first team, which includes forensic pathologists, will try to find the exact cause of death of the gas victims. The second team will examine the volcanic lake and try to determine the cause and nature of the gas eruption. This group includes Dr Joseph Devine, an expert on fresh water organisms.

Gavin Bell, *The Times* 27.8.86 © Times Newspapers Limited, 1986



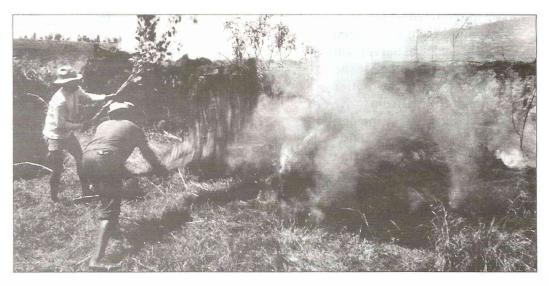
Communication: Talking about events in progress



a Study the verb forms in this conversation, then copy and complete the analysis with these words: passive, continuous, present, perfect.

		Anal	YSIS
	DIALOGUE	meaning	verb form required
Pierre:	The fire is approaching at 50 metres per hour.	happening now	present ——
Vicole:	I know. Wehave been working hard to protect the village.	started earlier, still going on,	
Pierre:	Whathave you been doing?	focus on the duration,	present ———
	Everyone has been burning the vegetation around the village.	the activity itself.	continuous
	We have now burned most of it.	action with strong links to the present	perfect
	You are burning it! Yes. Under control, of course.		
	When the vegetation has been burned, it can't burn a second time.	past action with a present effect. The vegetation (subject)	
		has something done to it	present perfect —
	So you are using fire to fight fire. Exactly.	3	1 6

b Find examples in Text B of each of the verb forms named in the analysis above. Write them down.



- In pairs, make up short conversations for each of the situations described below. Include some of the verb forms in the analysis. Practise saying your conversations.
 - 1 There has been an accident (a building has collapsed, vehicles have crashed, a flood has occurred). A newcomer on the scene asks one of the rescuers what is going on.
 - 2 A newcomer arrives at the scene of a sporting event, e.g. a long-distance race, a football match and discusses what has been happening with one of the spectators.

Study this:

Newspaper headlines are designed to catch the reader's attention and to be brief.

Ex:

MURDER MYSTERY REOPENED!

To achieve their purpose, they use special vocabulary and grammar.

Match each of these extracts with one or more of the methods.

METHODS

- 1 Short, but expressive, verbs are used.
- 2 Sometimes words with a grammatical role may be omitted.
- 3 Complex noun phrases may be used because they save space.
- 4 Simple verbs are used, especially the present simple, even for past events.

Ex:

823 **DIE**

Heroin case couple walk free

This means that a couple (man and wife) accused of a crime to do with heroin are now free.

300 more jobs axed at Jaguar

This means that 300 more workers will lose their jobs. Axed is dramatic.

Project task i

Writing an article on 'The Roles of Participants in Aid'.

- 1 Study your charts showing the various people and organisations that provide aid and the kind of task that each does.
- 2 Plan an article describing these various roles and saying what you think the most suitable role for each group of people or organisation would be.
- 3 Start with a short introduction, perhaps mentioning a recent natural disaster or the way in which aid has been provided. Focus your attention on those who provided help and what kind of help each gave.
- 4 End by looking forward to a higher degree of preparation by the world community, a wider participation in helping and better coordination and communication or other aspects of the provision of aid in the future.

CHECKS 2.1 - 2.5 are for your second Project task (dramatising discussions about an eye operation).

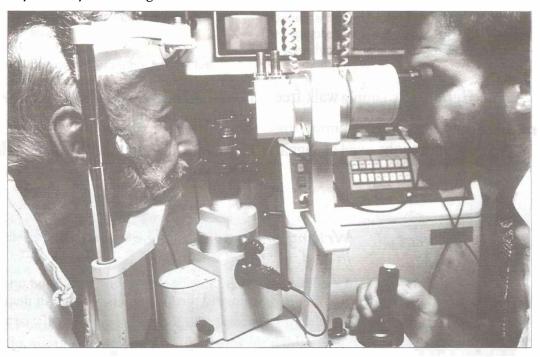
•••••••••••



Listening comprehension

Listen to the video transcript and write down answers to these questions:

- 1 What is wrong with Isaka's eye?
- 2 What is the consequence of this?
- 3 How long does the operation take?
- 4 How do the doctors check that Isaka can see again?
- 5 Imagine you are Isaka. Describe your feelings before the operation and when you discover that you really can see again.





Comprehension and response

Read Text E and answer these questions:

- 1 Who is this leaflet addressed to?
- 2 What do those who have produced it hope it will achieve? ..
- 3 What does Orbis receive without paying and what does it give without charging? List all the different kinds of things mentioned in the text.
- 4 What do you feel about the work of Orbis?

BLINDNESS A GLOBAL TRAGEDY

Few of us can imagine what it means to be blind, to know a sunset not through its colour, but because of a chill in the air. To know the beauty of a child not from a smiling face but from a word or laugh or cry. Yet 42 million people in the world can't see. The tragedy is that most of them need not be blind at all. Two-thirds of those who suffer without sight could either be cured, or have their blindness prevented

ORBIS INTERNATIONAL was launched in 1982 as a response to this global tragedy focussing particularly on the needs of the developing world where the crisis of blindness is most acute. The only international teaching organisation of its kind in the world. ORBIS tackles blindness in three principal ways:

- By teaching appropriate sight-saving skills to medical professionals;
- By promoting blindness prevention;
- By raising public and government awareness of blindness and eye disease.

FLYING EYE HOSPITAL

To achieve these vital educational objectives, ORBIS uses a converted DC-10 airliner, customised into a flying teaching hospital. Housed on board the plane is a fully equipped operating theatre, recovery room, examination and laser treatment area, TV studio, 50-seat lecture room and a library.

Most of ORBIS' training programmes are based on three-week missions to countries around the world. Our specialist team of doctors, nurses and crew will fly into a country where our help has been specially requested. We only visit when we're invited by the Ministry of Health and the national ophthalmological society. Eye care professionals from the host nation and often neighbouring countries are invited to take part in or observe a range of surgical operations on board the plane.

We work both with doctors and nurses who are given a rare opportunity for hands-on experience. This would otherwise only be normally available abroad and at enormous cost. Even then, strict licensing laws make it difficult for doctors from developing nations to gain direct clinical experience in industrialised countries.

Doctors watching the surgeons at work on closed circuit TV can talk and listen to the participating surgeons through a two way link. At the same time, nurses from the host country work side by side with the ORBIS nurses who assist during surgery. Additional training and educational activities are held in local hospitals, universities and community centres.

MAKING PEOPLE AWARE

Much of ORBIS' work is focussed around the aircraft, which is a powerful communication tool in itself. It always causes a great stir when it flies in, immediately becoming the focus of press, radio and television reporters – often front page news!

Heads of State, ministers of health and other officials in positions to influence their country's eye care system often visit the aircraft. This grabs headlines and attention, alerting the public to the problems of blindness.

For instance, during ORBIS' first programme in Peru in 1982, the President of Peru toured the aircraft and witnessed a corneal transplant on a Peruvian child using tissue flown in from Texas. Thousands of people are blind in Peru due to the lack of cornea tissue. Two weeks after ORBIS left, the President created the first eye bank in Peru and enacted legislation enabling donations of all organs and tissues. Now hundreds of transplants are being performed each year in the capital city of Lima, where once there had been none.



'Now look at my finger.' Has the operation worked?

Since ORBIS was born, its role as a means of bringing international co-operation beyond the boundaries of religion, race and politics has been acknowledged by more than 60 heads of state and also by the former Secretary General of the United Nations.

But ORBIS is by no means entirely linked to this jet plane. A great deal of work goes on long before the aircraft's wheels hit the runway. ORBIS advance team members meet government ministers and officials as well as doctors and nurses. They also begin the screening process to find suitable patients for surgery in order to demonstrate the appropriate techniques most clearly.

A visit by the ORBIS aircraft is only the beginning of an ongoing relationship with a host country. ORBIS stays in contact with each country by conducting follow-up visits for purposes of evaluation and further training.

PROFESSIONAL VOLUNTEERS

ORBIS' field staff consists of a medical director, four staff ophthalmologists, an anaesthetist, five registered nurses, a nurse anaesthetist, two administrators, a director of flight operations, a flight mechanic, two bio-medical engineers and an audiovisual producer.

The field staff is complemented by administrative and support personnel in the ORBIS offices in London, New York, Hong Kong and the operations and distribution centre in Houston, Texas, which sends out donated medical supplies to the field.

During each week of an ORBIS programme, two or three visiting ophthalmologists from a renowned international faculty of 350 doctors join the field staff and donate their time to lecture and to demonstrate surgical techniques. Other specialists in epidemiology, community health, infection control, and eye banking, also regularly join ORBIS where their expertise is requested.

The pilots who fly the ORBIS jet from country to country also volunteer their time. Some of them are retired; others are working captains who take time off from work with major airlines to contri-

bute their skills to the project.

ORBIS spends 90% of its time in developing countries, where the need for continuing education is most urgent. The organisation also occasionally conducts programmes in industrialised nations such as Germany, France, Britain and Spain in order to record advanced medical techniques on videotapes which can later be distributed to other ophthalmic communities, where appropriate.

So far, ORBIS has circled the globe three times, carrying out more than 100 sight-saving training programmes in more than 70 countries. Ophthalmologists have demonstrated surgical and laser procedures to more than 10,000 of their fellow doctors worldwide. ORBIS nurses have exchanged skills with 5,000 of their counterparts.

Whenever possible, ORBIS brings medical and technical supplies to donate to the country we're visiting. And before leaving, ORBIS donates a library of video tapes featuring the operations performed during that mission together with other significant surgical procedures performed on board ORBIS.

YOU CAN HELP

ORBIS is a charity funded entirely by donations, grants and gifts-in-kind from companies, trusts, governments and individuals throughout the world. For its work to continue we rely on the support and generosity of people like you.

MY RESPONSE	
I would like to become involved with ORE	BIS INTERNATIONAL.
Please send me regular newsletters.	
Please send me the ORBIS video (free	
Please send me more information on	tax efficient giving.
I enclose a gift of £	towards the vital work of ORBIS.
Please make cheques payable to: ORBIS	INTERNATIONAL (Block Capitals Please).
Name	
Address	
Postcode	Phone

77

Send to: ORBIS INTERNATIONAL, Po Box 1685, London W8, UK.



Communication: Expressing contrast and addition



Find the connecting word or phrase in Text E that links each pair of ideas below. Write it down and say whether the second idea is in contrast to the first or merely in addition to it.

- 1 a) not knowing a sunset by its colour.
 - b) knowing it because it feels cold.
- 2 a) not knowing the beauty of a child by its smiling face.
 - b) knowing it by a word, or laugh or cry.
- 3 a) We work with doctors.
 - b) We work with nurses.
- 4 a) It is hard to imagine what it is like to be unable to see beautiful things.
 - b) 42 million people in the world can't see.
- 5 a) ORBIS advance team members meet government ministers and officials.
 - b) They meet doctors and nurses.
- 6 a) ORBIS advance team members meet ministers, officials and medical staff.
 - b) They begin the search for suitable patients.
- 7 a) ORBIS donates a library of video tapes showing the operations carried out during the visit.
 - b) The videos show other important surgical procedures performed on board ORBIS.



Communication: Using the passive





VERB FORMS

- 1 Most of ORBIS' training programmes are based on missions around the world. (present simple passive)
- Hundreds of transplants are being performed each year.(present continuous passive)
- 3 Insecticides can be bought here and must be used carefully.

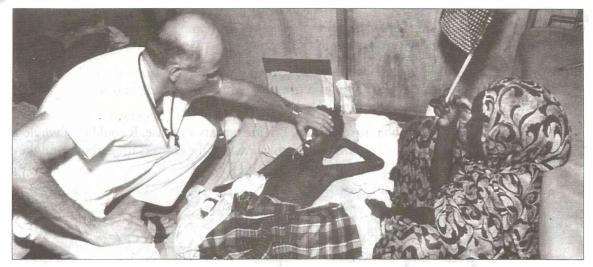
 (passives with modal auxiliaries)
- 4 I am hoping to be paid soon. (passive infinitive)
- 5 A hospital was set up in 1989. (past simple passive)
- 6 A taxi has been called and will be here soon.

USES

- a) for a general truth, a situation, a regular event
- b) for a completed past event
- c) for a past action that is still continuing or has present importance or is recent
- d) to focus on the duration of the activity or for an activity happening at the time of speaking
- e) to express possibility or obligation in the passive
- f) where a verb needs to be followed by the non-finite form in the passive

b

Write a suitable passive form of each verb in brackets, following the use indicated for it.



MÉDECINS SANS FRONTIÈRES

Disasters destroy the fabric of a society and disrupt its public facilities. To provide immediate help, logistics are essential. The equipment we need (test) (1 ——), adapted and standardised in separate kits which (assemble) (2 ——) quickly once on site. Constantly renewed emergency stocks are ready (send out) (3 ——) at a moment's notice.

M.S.F. PROGRAMMES IN ETHIOPIA

An emergency programme (run) (4 —) for 12,000 Somalian refugees and Ethiopian displaced persons who have settled in the Borena region. Seven temporary feeding centres (set up) (5 —) for children and other vulnerable groups. MSF staff are also in charge of running health care facilities, including an out-patient clinic and a surgery. Assistance (give) (6 —) to the Ministry of Health to resume programmes in their clinics. The clinic in Dolo Odo (upgrade) (7 —) with a unit for minor surgery.

MSF continues to run comprehensive medical programmes for refugees in three camps which shelter some 50,000 refugees, displaced persons and Ogadon returnees. The area (plague) (8 ——) by drought and insecurity, resulting in high malnutrition rates and population displacements. Technical support (provide) (9 ——) to the hospital and activities (extend) (10 ——) to surrounding villages in February 1993.

USES

past event with present importance. possibility.

an infinitive after ready.

USES

activity happening at the time of writing.

recent action.

regular activity.

activity happening at the time of writing.

activity still continuing at time of writing – add still to the verb. regular activity – add also. completed past action.



Pronunciation: Intonation expressing surprise

a Study this.

The voice rises to show surprise, as in this example:

Brigitte It's Anne-Marie's birthday tomorrow.

Moussa Tomorrow? I must buy her a present this morning. Brigitte This morning? You can't. The shops are closed.

Moussa repeats the words that surprise him. Brigitte repeats a phrase. It could be a whole sentence. In all cases, the rise is on the last stressed syllable. Practise the conversation above and the one that follows:

Athlete I'm afraid I came last in the race.

Coach You came last? But you're our fastest runner!

Athlete I just wasn't feeling very well.



Make up a conversation in which one person expresses surprise on hearing a piece of news, e.g. the possibility of a cure for his / her blindness.

Project task 2

Dramatising discussions about an eye operation.

In groups, dramatise one or more of the three scenes described below. For each scene, do the following:

- assign roles to members of your group,
- discuss what people would say and reach agreement,
- write notes for a script or a full script,
- · act the scene.

Scene 1 Health official visits a family in a village. One person in the family has recently become blind. Official offers possibility of a cure. The family express surprise and disbelief at first, but are later persuaded to go for a cure.

Roles Health official, blind person, blind person's relatives, village head, traditional healer, neighbours.

SCENE 2 Day before the operation The blind person is saying goodbye to his family and about to start the long journey to the clinic.

Roles Blind person, his family, neighbours, someone who has been cured by an eye operation.

SCENE 3 The previously blind person arrives home after a successful operation. Much rejoicing, questions about the operation, discussion of plans for the future.

Roles As for scene 2.



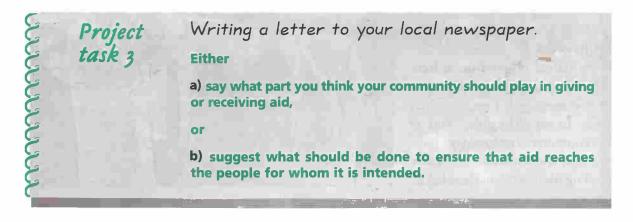
CHECK 3.1 is for your third Project task (writing a letter to your local newspaper).



Discussion

Discuss this topic 'Aid does more harm than good.'

Distinguish emergency food aid from loans to governments. Which is more effective? Take into account aid to alleviate disasters (e.g. Lake Nyos) and aid to improve health (e.g. Orbis).



WHOSE ENGLISH?

PROJECT Project tasks

To prepare and present 'An English Experience', an evening's entertainment provided by the class for the rest of the school.

- 1 A poster
- 2 Introducing a guest speaker
- 3 A recitation of a poem
- 4 A report on a survey
- 5 A delivery of a famous speech

WARM-UP



Discussion

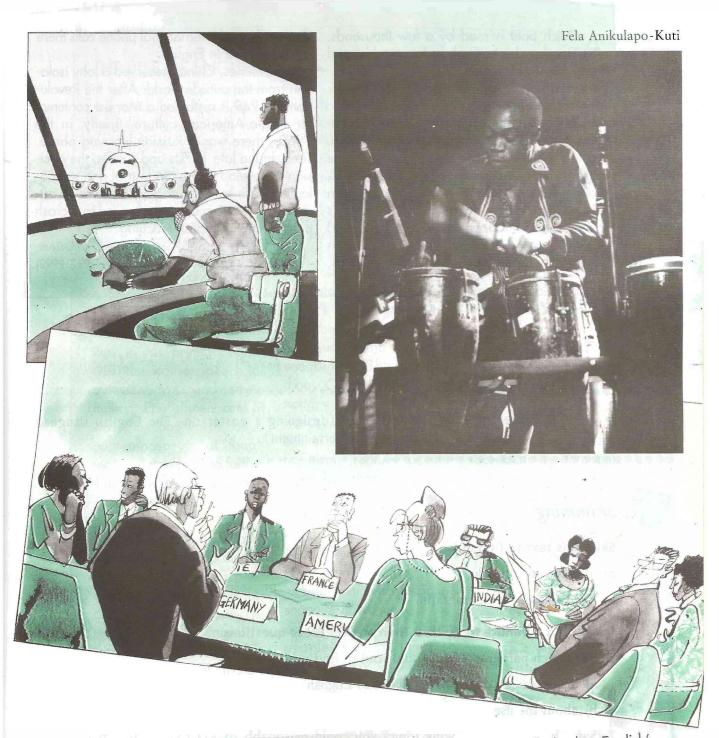
Study these texts and pictures. Use the words in colour to say what use English will be to you.

eike Schaefer, 28, from Darmstadt, in Germany said: 'English is the only practical solution to communications problems all over the world.' She studied English at school and as part of her economics degree course. 'You really cannot manage without it,' she said. 'My husband is a biologist and needs a good knowledge of English. He attends seminars where the research documents are in English because they can be understood by scientists from here to Tokyo.'

Retired hospital sister, Irene Zimmer, 63, from Kassel in Germany, said: 'I am completely in favour of English. Think of computers, technology, business, aviation – you must know English to work in these fields.'

Her husband Ulrich, 60, works for a music publishing company and 'English is also invaluable to him,' she said.

Daily Mail 18.11.91



THE SINGER FELA ANIKULAPO-KUTI expresses his need for what he calls 'broken English' to reach a bigger audience: 'If I want all the Africans to hear me well, I cannot sing in this language [his mother tongue] because they wouldn't understand me well. So I have to speak in the language that they all understand, and that is broken English.'

A Dutch poet is read by a few thousands. Translated into English, he can be read by hundreds of thousands.

A French safety official working at a nuclear power station in northern France needed English so that he could run a course on nuclear safety for students from Egypt and Russia.

The Danish company Maersk is one of the biggest international shipping companies. A young French executive was promoted from his position at Le Havre to the company's headquarters in Copenhagen. Before he could go there, however he had to take a course in English because nearly all business meetings,

discussions and international phone calls there are conducted in English.

For centuries, China preserved a lofty isolation from the outside world. After the Revolution of 1949 it sustained a Marxist contempt for Anglo-American culture. Briefly, in the 1960s, there was a Russian-learning phase. Then, in the late 1970s and 1980s, the decision to develop China's industrial and technological base by encouraging Western investment and Western expertise has led to a crash programme of English teaching.

The Story of English PMC Crun, W Cran & R MacNeil (Faber & Faber/BBC, 1992)

CHECKS 1.1 - 1.4 are for your first *Project task* (designing a poster on 'The English Language' to advertise the evening's entertainment).



Skimming

Skim this text to find out:

- a) its topic as a whole.
- b) the topic of each paragraph.

Take about a minute to do this. Then answer these questions:

- 1 Say which paragraph you would read to find out:
 - a) details about the widespread use of English today.
 - b) about the use of English more than 400 years ago.
- 2 Say which of the following topics you could reasonably expect to find information about in this text:
 - a) how to learn English.
 - b) use of English in broadcasting.
 - c) difficulties in pronouncing English.
 - d) the number of English words.

THE RISE OF ENGLISH

is a remarkable success story. When Julius Caesar landed in Britain over two thousand years ago, English did not exist. Five hundred years later, Englisc (incomprehensible to modern ears), was probably spoken by about as few people as currently speak Cherokee - and with as little influence. Nearly a thousand years later, at the end of the sixteenth century, when William Shakespeare was in his prime, English was the native speech of between five and seven million Englishmen and it was, in the words of a contemporary, 'of small reatch, it stretcheth no further than this island of ours, naie not there over all'.

Four hundred years later, the contrast is extraordinary. Between 1600 and the present-day, in armies, navies, companies and expeditions, the speakers of English including Scots, Irish, Welsh, American and many more travelled into every corner of the globe, carrying their language and culture with them. Today, English is used by at least 750 million people, and barely half of those speak it as a mother tonque. Some estimates have put that figure closer to 1 billion. Whatever the total, English at the end of the twentieth century is more widely scattered, more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language.

The statistics of English are astonishing. Of all the world's languages (which now number some 2,700), it is arguably the richest in vocabulary. The compendious Oxford English Dictionary lists about 500,000 words; and a further halfmillion technical and scientific terms remain uncatalogued. According traditional estimates, neighbouring German has a vocabulary of about 185,000 words and French fewer than 100,000, which include such Franglais as le snacque-barre and le hitparade. About 350 million people use the English language as a mother tongue, a linguistic population scattered across every continent and surpassed, in numbers, though not in distribution, only by the speakers of the many varieties of Chinese. Three-quarters of the world's mail, and

its telexes and cables, are in English. So are more than half the world's technical and scientific periodicals: it is the language of technology from Silicon Valley to Shanghai. English is the medium for 80 per cent of the information stored in the world's computers. Nearly half of all business deals in Europe are conducted in English. It is the language of sports and glamour: the official language of the Olympics and the Miss Universe competition. English is the official voice of the air, of the sea, and of Christianity: it is the ecumenical language of the World Council of Churches. Five of the largest broadcasting companies in the world (CBS, NBC, ABC, BBC, CBC) transmit in English to audiences that can exceed one hundred million.

The Story of English





Vocabulary: Synonyms

Each expression below is used in the text, as well as a synonym of each expression. Write out a list of these expressions and their synonyms.

EXPRESSIONS the present, surpass, world, word, extraordinary, voice, native speech.



Vocabulary: Crossword

Find the answers to each clue in the text.

Across

- 1 person living at the same time
- 6 broadcast
- 7 agreements

Down

- 1 comprehensive
- 2 language
- 3 magazines and journals
- 4 at present
- 5 means of communication

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Communication: 'It doesn't make any difference.'





Study this.

Whatever the total,
No matter what the total is,

It doesn't make any difference what the total is.'

Wherever he has hidden it,

l will find it. 😑

'It doesn't make any difference where he has hidden it, I will still find it.'

No matter where he has hidden it,

Similar words: whoever, whichever, however, whenever

b

Work in pairs. One partner points to a picture. The other uses it to make up a sentence with either...-ever orno matter. The first partner then rephrases the sentence using whichever pattern his partner did not use.



My grandfather is very old and bent. I love him dearly.

Use how.

... I say, he never listens to me.



I don't know where my watch is. I must find it.

Use what.

Use where .



Choose either hotel You will be comfortable.

Use which.

In pairs, use the guidance to make up and practise short conversations using No matter ... and ...ever ·

1 Someone is distressed and tells you he / she can't do something.

Ex: 'No matter how hard I try, I simply can't write a good poem.'

Comfort the person by saying what you can't do:

Ex: 'I quite understand. I can't write a good essay. However hard I try, I just can't get high marks.

2 At a meeting of a music club there has been discussion about what new musical instrument to buy and at what cost. The chairman tries to summarise the discussion: 'Whatever instrument we get, do we all agree not to spend more than ... on it?' or 'However much we spend, do we all agree that we should buy a new guitar and not a new trumpet?'

Think of another club (ex: photography, tennis, drama) and sum up a discussion about what to buy and for how much money.

3 Two people discuss a crime.

Ex: A: Did you hear that Mr Dikisso has been kidnapped?

B: Yes. Whoever kidnapped him will surely be caught. is asking for a huge ransom.

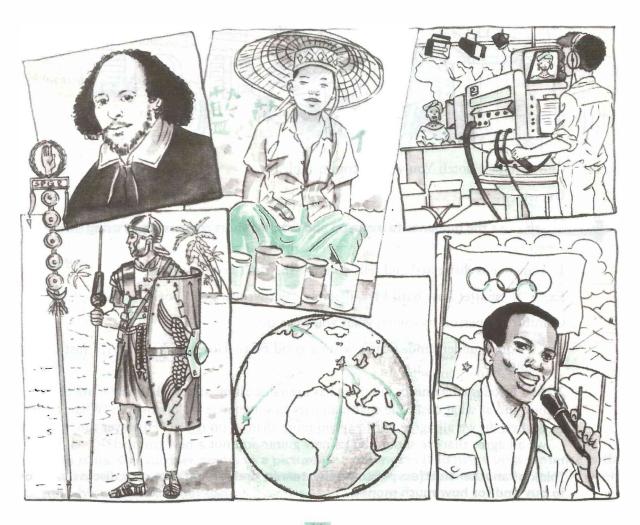
Make up conversations about other crimes. Use whoever

Ex: Someone has stolen a dangerous chemical and doesn't realise it; someone has committed a brutal murder.

Project task 1

Designing a poster on 'The English Language' to advertise the evening's entertainment.

Which of these pictures would you use to make your poster? You may include several of them. Discuss your reasons, saying how you would use the ones you would choose. Suggest a few words and phrases to go on the poster.



CHECK 2.1 is for your second *Project task* (introducing a guest speaker)



Text analysis

- Read this text and discuss with a partner in which sentences the speaker does each of the following things. Say which one of them he does not do.
 - 1 welcomes the guest speaker
 - 2 mentions his personal connection with the guest speaker
 - 3 says what the guest speaker is best known for
 - 4 says he is honoured to have been chosen to chair the occasion
 - 5 names the speaker and his new position
 - 6 invites the speaker to speak and states his topic.



Ladies and gentlemen, 1 I am greatly honoured that you have chosen me to act as your chairperson this evening. 2 Thank you for so kindly inviting me to do this.

3 It is my great pleasure to welcome Mr Issa Badou, recently our ambassador in Germany, as our guest speaker. 4 You may not all have heard that Mr Issa Badou has just been appointed Secretary-General of the Organisation of African Unity, and leaves to take up his new position tomorrow. 5 So it is particularly generous of Mr Issa Badou to spare the time to address us this evening. 6 We are greatly privileged to have such an eminent statesman in our midst. 7 No one is better qualified to speak on international relations. 8 I am sure you are all eager to hear Mr Issa Badou, so I invite him now to address us on the topic of international justice, peace and prosperity.

What other kinds of thing might a chairperson mention when introducing a guest speaker? Share your ideas with the rest of the class.

Project task 2

Introducing a guest speaker.

As the chairperson of the evening entertainment entitled 'An English Experience' you have to introduce the guest speaker. Think of a topic, choose or invent an eminent linguistics expert to speak on it and write your introductory speech.

CHECKS 3.1 - 3.2 are for your third Project task (giving a recitation of a poem).

3.1 Discussion

- 1 What clues does the poem give you about the cultural background of its author?
- 2 What countries do you think he may have ties with?

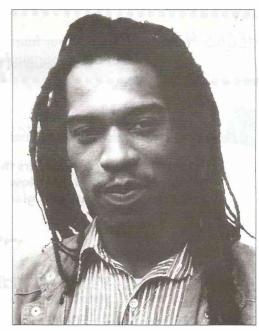
DIS POETRY

Benjamin Zephaniah

Dis poetry is like a riddim dat drops
De tongue fires a riddim dat shoots like shots
Dis poetry is designed fe rantin
Dance hall style, Big mouth chanting,
Dis poetry nar put yu to sleep
Preaching follow me
Like yu is blind sheep,
Dis poetry is not Party Political
Not designed fe dose who are critical.
Dis poetry is wid me when I gu to me bed
It gets into me Dreadlocks
It lingers around me head
Dis poetry goes wid me as I Pedal me bike
I've tried Shakespeare, Respect due dere
But dis is de stuff I like.

Dis poetry is not afraid of going in a book Still dis poetry need ears fe hear an eyes fe hav a look Dis poetry is Verbal Riddim, no big words involved An if I hav a problem de riddim gets it solved, I've tried to be more Romantic, it does nu good for me So I tek a Reggae Riddim an build me poetry, I could try be more personal But you've heard it all before, Pages of written words not needed Brain has many words in store, You could call dis poetry Dub Ranting De tongue plays a beat De body starts skanking, Dis poetry is quick an childish Dis poetry is fe de wise an foolish, Anybody can do it fe free, Dis poetry is fe yu an me, Don't stretch yu imagination Dis poetry is fe de good of de Nation,

Chant, In de morning I chant In de night I chant In de darkness An under de spotlight, I pass thru University I pass thru Sociology An den I got a Dread degree In Dreadful Ghettology. Dis poetry stays wid me when I run or walk An when I am talking to meself in poetry I talk, Dis poetry is wid me, Below me an above, Dis poetry's from inside me It goes to you WID LUV



Benjamin Zephaniah



Pronunciation and spelling

Study the poem and list all the words which have d in place of th. Then say the words with their normal pronunciation, using complete phrases.

Ex: This poetry a rhythm that drops

b List the words which have unusual spelling and give their normal spelling.

City Psalms (Bloodaxe Book 1992)

Ex: fe - for ranting

NOTE 1 Lines 5-7 mean 'This poetry won't put you to sleep by preaching "follow me" as if you were blind sheep.'

2 Dreadlocks are long black curly hair as worn by Rastafarians.

Project task 3

Giving a recitation of a poem.

Giving a recitation of a poem means giving a performance, saying it aloud with good expression.

a) Prepare a short spoken introduction to it, naming the author, mentioning his background, the pronunciation of 'th' and other points to help your listeners appreciate the poem.

b) Practise saying this poem aloud. In particular, work out a suitable rhythm and movements to show what you understand by *skanking*.

c) On the evening the best student(s) will recite the poem.

CHECKS 4.1-4.7 are for your fourth *Project task* (reporting on a survey 'Are European languages a threat to our mother tongue?').

CHECK **4.1**

Study skill: Making notes

You want to study the dangers to small languages that come from major European languages. You decide that the text below will help you, and you make notes on it in order to be able to see its main points at a glance. Read the text, then make a set of notes on it, using the headings below it.

TEXT B

English 'virus' threatens languages



(Tiv, Egon, Efik and Idoma are a few of the many languages in Nigeria.)

'THE WORLD is losing more languages than at any time in history, with English set to replace the mother tongues of many ethnic groups,' writes Steve Connor.

Pressures to learn English were a major reason why many children failed to learn the language of their ancestors and these had led to a rise in the extinction rate of the world's estimated 6,000 tongues, linguists told the meeting.

Lyle Campbell, a linguistic researcher at Louisiana State University at Baton Rouge, said that of the 1,500 or so languages that existed in the New World at the time of European colonisation, the majority had already died out and only a handful would survive another generation.

'There are people who think English is a real virus and there is a kind of conspiracy out there to reduce the world to some McDonald's standard*. The spread of English is likely to happen irrespective of what values we put on it. Some people may think it's a good thing,' he said.

But, he said, the scale of language loss had become very distressing and linguists had set up an international task force to try to arrest the decline.

Dr Campbell cited the case of California, which once had

more native American languages than anywhere else. 'At the time of European contact there were roughly 200. There are about 100 left and of those 100 there are no children learning any of them', he said. 'That means within our life times probably 100 languages will die out in California'.

There were attempts to revitalise dying languages, he said. 'There are people trying to learn the language of their grand-parents, or relearn languages that have already become extinct, but it's too early to know what success they will have.'

Donald Ringe, from the University of Pennsylvania, said pressure on ethnic minorities to learn English was enormous. 'It is partly the advantage you get if you learn English. If you want to be a traditional native American you'd better resign yourself to being poor.'

Independent, 23 Feb 94

^{*} Like a popular fast-food restaurant.

Headings for your notes:

English threatens small languages

- 1 world wide.
- 2 in the USA.

How to make notes

- 1 Skim the text. Find out its main ideas.
- 2 Read its heading and any subheadings carefully.
- 3 Read topic sentences carefully.
- 4 Read the text thoroughly and decide:
 - a) what are the main points, which you will mention in your notes.
 - b) what are the less important details, which you will omit.
- 5 Write your notes, setting them out clearly, with a heading and subheadings, if needed.
- 6 State things like results, contrasts, examples very clearly.
- 7 Be brief.



Discussion

Discuss this question in groups.

Are small African languages in your area under threat from bigger languages, whether African or European? For example, is less use being made of languages spoken by fewer people and more use being made of those spoken by more people?



Study skill: Seeking more information

After reading a text, you often want additional information which is not in it. For example, the text English virus threatens languages does not name any of these threatened languages. If you were studying this topic seriously, you might want to know some of their names. So you would make a note to find them out by reading other texts. Ex: 'Find out what languages are threatened in America.'

List other points in this text which you might want to find more information about, using these words as clues:

pressures, at the first European contact, partly, advantage.



Communication check: Direct and reported speech



a

Compare the direct and reported version of each text, choosing the appropriate verb form for each gap. Then write out both versions in full.

DIRECT SPEECH

- 1 Linguists: 'Pressures to learn English (1 —) a major reason why many children (2 —) to learn the language of their ancestors and (3 —) led to a rise in the extinction rate of the world's estimated 6,000 tongues.'
- 2 Lyle Campbell: 'Of the 1,500 or so languages that existed in the New World at the time of European colonisation, the majority (4 —) already died out and only a handful (5 —) survive another generation.'
- 3 Lyle Campbell: There are people who think that English is a real virus and that there is a conspiracy to reduce the world to some McDonald's standard.'
- 4 Dr Campbell: 'At the time of European contact there were roughly 200. There are about 100 left and of those 100 there are no children learning any of them. That means within our lifetimes probably 100 languages will die out in California.'

REPORTED SPEECH

Linguists told the meeting that pressures to learn English were a major reason why many children railed to learn the language of their ancestors and had led to a rise in the extinction rate of the world's estimated 6,000 tongues.

Lyle Campbell said that of the 1,500 or so languages that existed in the New World at the time of European colonisation, the majority had already died out and only a handful would survive another generation.

Lyle Campbell observed that there (6 —) people who (7 —) that English (8 —) a real virus and there (9 —) a conspiracy to reduce the world to some McDonald's standard.

Dr Campbell said at the time of European contact there (10 —) roughly 200. There (11 —) about 100 left and of those 100 there (12 —) no children learning any of them. That (13 —) within our lifetimes probably 100 languages (14 —) die out in California.

b

Study this.

A useful way to refer to what someone says or thinks is to use a noun like report or decision followed by a 'that' clause (or, for some verbs, a to + infinitive clause). These nouns are often related to reporting verbs, Ex: statement (from to state), explanation (from to explain).

Ex: We were worried by his report that small languages were dying out. I was surprised at her decision to marry Jean-Luc.

SUITABLE NOUNS: admission that..., advice that I should / to..., agreement that / to..., announcement that..., answer that..., argument that..., assumption that..., belief that..., claim that / to..., conclusion that..., decision that / to..., dream that..., expectation that..., explanation that..., feeling that..., guess that..., hope that / to..., information that ..., knowledge that..., promise that / to..., reply that..., report that..., rumour that..., statement that..., thought that..., threat that / to..., warning that / to..., wish that / to...

COMPETITION

The partners in each pair compete to see who can make most correct sentences using the guidance in **b**.

Ex: I don't accept his explanation that he had too much work to do.



Vocabulary: Opposites

Find a word in text B that means the opposite of each of these words:

gaining, succeeded, descendant, decline, minority.



Vocabulary: Forming nouns

The verbs below occur in the text. List the nouns that can be formed from them.

Ex: lose, loss.

They do not all follow one pattern.

fail, exist, survive, reduce, succeed, resign.



Vocabulary: 'Approximately'

List four expressions in the text that indicate an approximate figure.

Project task 4

Reporting on a survey 'Are European languages a threat to our mother tongue?'

Design a questionnaire to find out if the first languages of students in your school are being used more frequently and for more purposes than before or less frequently and for fewer purposes. Conduct a survey and present an oral report to your audience.

a) In groups discuss and make up some questions for your questionnaire.

Ex: (roughly) How many people spoke your mother tongue 15 years ago?

How many now?

Ex: Do more people speak your language now than 15 years ago?

study your language { at primary school? at secondary school? write poems, stories, songs ... ? write articles for newspapers ... ? use it to write letters?

use it to speak to people who have a different first language?

Ex: Is your mother tongue used in Radio and TV broadcasts? Is it used to teach pupils at primary school?

b) As a class, use the blackboard to draw up your questionnaire. It could be set out along these lines:

questions	student language	student language	student language
1 How many people?			
2 How many?			
3 Do people write letters?			

- c) Conduct the questionnaire.
- 1 Ask a number of students, one at a time, to answer the questions and record their answers briefly.
- 2 In groups, discuss the results of the questionnaire, taking one language at a time. Try to form an impression about whether the influence of the language is increasing or decreasing. Notice any factors which seem particularly important.
- d) Draw up an oral report to give your results to your audience. Include these points:
- 1 Your reasons for investigating this topic mention the threat to first languages elsewhere in the world.
- 2 How you carried out your investigation: the questionnaire.
- 3 Your conclusions about each of the languages.
- e) Present your report.

CHECK 5.1 is for your fifth Project task (delivering a famous speech).



Appreciation

Read this speech, or say it aloud, and answer these questions:

- 1 When words, phrases or ideas come in threes, they have a powerful effect.
 - a) Say where they come in threes in this speech.
 - b) State the effect in each case. Is it always the same?

- 2 The speaker uses many images.
 - a) Explain the literal and metaphorical meanings of each of the following: healing of wounds (line 1) road (line 32) bridge the chasms (line 3) a rainbow nation (line 24) build (line 19) skunk (line 42) valley of darkness (line 31) the sun shall never set (line 45).
 - b) which images are negative and which positive?
 - c) which refer to the past and which to the future?
- 3 What do you understand by reconciliation (line 34)?
- 4 What is a covenant? What is meant here by 'We enter into a covenant that we shall build ... walk tall.'?
- 5 This is Nelson Mandela's speech as he was sworn in as President of South Africa in Pretoria, 10th May 1994. What are the signs in the text that this is an inaugural speech given by a President at the beginning of a new era?

The time for the healing of the wounds has come.

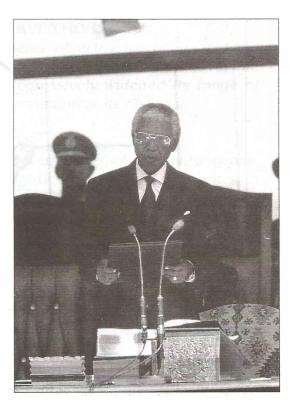
The moment to bridge the chasms that divide us has come.

The time to build is upon us.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

We succeeded to take our last steps to freedom in conditions of relative peace. We commit ourselves to the construction of a complete, just and lasting peace.

We have triumphed in our effort to implant hope in the breasts of the millions of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity — a rainbow nation at peace with itself and the world.



We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free. Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, nonracial and non-sexist South Africa, to lead our country out of the valley of darkness.

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nationbuilding, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

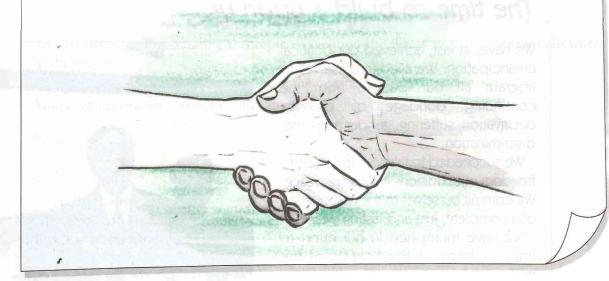
Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind and the soul have been freed to fulfil themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement. God bless Africa. Thank you.



Delivering a famous speech.

Work out how best to say this speech aloud: where to pause, where to place emphasis, where the voice should rise and fall. Practise saying it. The best student will deliver the speech to end the evening's entertainment.

Specimen Examination 1



Part One Reading comprehension I

Read the following text and answer the questions that follow it.

MÉDECINS SANS FRONTIÈRES

Médecins Sans Frontières is a private, non-profit-making international humanitarian organisation whose objective is to provide medical aid to populations in crisis. The organisation relies on volunteer health professionals and is independent of all states and institutions, as well as of all political, economic or religious influences.

The organisation was established in 1971 by doctors determined to offer emergency medical assistance wherever wars and man-made or natural disasters occur in the world. Its quiding principles are laid down in a charter to which all members of the organisation subscribe.

EMERGENCY INTERVENTIONS

From the beginning, Medecins Sans Frontières' objective has been rapid and effective intervention in cases of extreme emergency and crisis. Over the years, Médecins Sans Frontières has progressively widened its range of expertise and increased the means of intervention at its disposal.

CONFLICTS

In the event of armed conflict, medical teams composed of doctors, surgeons, anaesthetists, specialised nurses and logistics experts are sent out with specially designed, pre-packed equipment for immediate operational efficiency on sites that have already been assessed by reconnaissance outfits.

A Vocabulary check

- 1 For each word listed below write down a word from the text that has almost exactly the same meaning in the context.
 - 1 aim (para 1)
- 2 set out (para 2)
- 3 help (para 2)

- 4 happen (para 2)
- 5 founded (para 2)
- 6 broadened (para 3)

- 7 quick (para 3)
- 8 teams (para 4)
- 9 specialists (para 4)

2 The following nouns and verbs occur in the text. Where a noun is given, write the equivalent verb form on your answer sheet. Where a verb is given, write the noun form derived from it. The first one is done for you as an example.

1 organisation → organise

2 provide 7 relies

3 determined 8 assistance

4 occur 9 subscribe

5 intervention 10 disposal

6 composed 11 assessed

B Comprehension

Answer these questions.

- 1 Give the main aim of Médecins Sans Frontières (MSF).
- 2 MSF: a depends on government assistance
 - b depends on health specialists who work voluntarily
 - c succeeds because of its political connections
 - d has close links with religious organisations.
- 3 What people do the skilled work of MSF?
- 4 The founders of MSF were
 - a doctors
 - **b** politicians
 - c priests
 - d businessmen.
- 5 In what situations does MSF operate?
- 6 Members of MSF
 - a pay a regular subscription
 - b agree to follow certain guiding principles
 - c receive annual in-service training
 - d do not work for any other organisation.
- 7 When there is an extreme emergency, MSF aims to act quickly. In what other way does it aim to act?
- 8 In what ways has MSF developed over the years? Answer in your own words.
- 9 Who are the first MSF teams to go out when there is fighting?
- 10 In what ways is the equipment of MSF special?



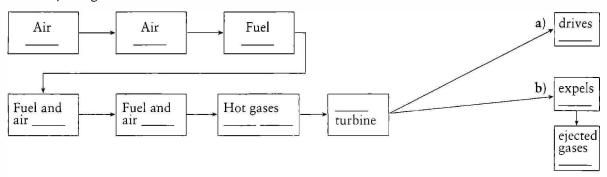
Reading comprehension 2

Read this text and complete the flow chart that follows it.

In all jet engines, air is drawn in through the front of the engine. Compressor blades inside the engine compress, or squash, the air. Fuel is then injected into the engine and burned with the compressed air inside the combustion chamber. The fuel and air are converted into hot gases. As these hot gases are forced through the engine, they turn the turbine which drives the compressor and expels the gases from the back of the engine. They are expelled with sufficient force to produce a thrust in the opposite direction. So the aircraft moves forward with a momentum equal to that of the ejected gases.

Education Guardian 22.9.92

How a jet engine works



Part Two Writing

Writing task 1

Write a letter applying for a job which you have seen advertised.

- Say what job you are applying for and where and when you saw it advertised.
- Give a little essential information about yourself (e.g. age, what you are doing at the moment).
- State your qualifications for the job.
- Mention any relevant experience.
- Say why you want this kind of work with this particular employer.
- Give the names and addresses of two people who have agreed to act as referees for you.

Writing task 2

You have just returned home after a long and difficult journey to a distant place. Write an article for a local newspaper describing your journey and a) giving advice to would-be travellers, b) suggesting steps the authorities could take to make the journey easier.

Part Three Communication

1 Replace the words listed below with words of similar meaning from the text.

1 heart 6 praise

2 jumbled mixture 7 sellers

3 scarcely 8 high standing

4 allowed to exist 9 made of small rounded stones

5 rapidly increasing 10 narrow back streets

The port of Salvador de Bahia de Todas os Santos — known more simply as Bahia — is the centre of black culture in the great racial hotchpotch of Brazil. It was to Bahia, the old colonial capital, that slaves from Africa first brought their palm oil cooking, their drums and dances and their gods.

Once barely tolerated, the black heritage of Bahia is nowadays booming. Tourist brochures extol the peppery African cooking of the street-corner Bahian food vendors. Rock stars of the eminence of Paul Simon and David Byrne visit to borrow rhythms from the famed Bahian percussion bands, whose thunderous samba-reggae echoes through the cobbled alleys of the old colonial district in Pelourinho.

Rhythm of the Saints Philip Sweeney Independent Magazine 30.4.94

- 2 All the words in each group are members of a class of things. Write down the word or phrase that names the class of things they belong to. The first one is done for 'you as an example.
 - 1 Dog, man, elephant, baboon → Answer: mammals
 - 2 synagogue, mosque, church, temple
 - 3 guitar, piano, drum, trumpet
 - 4 rice, maize, wheat, barley
 - 5 Earth, Venus, Neptune, Jupiter
 - 6 butcher, carpenter, baker, driver
 - 7 paediatrician, gynaecologist, psychiatrist, ophthalmologist
 - 8 bag, carton, box, can
 - 9 screwdriver, hammer, saw, drill
 - 10 tug, trawler, liner, tanker
 - 11 rifle, grenade, mine, bomb

3 Fifteen words have been omitted from the text which follows. Write them on your answer page.

'Similarly, after cutting the wood, (9 —) must be done (10 —) 6 and 7 o'clock in the evening, a ceremony is conducted at the foot of the tree, followed by a small incantation. We have to wait until (11 —) sunset before returning to the village and have to make (12 —) that no one sees the wood. The location of the sacred forest (13 —) I sculpt the wood must remain secret, and that means stopping work as soon (14 —) night falls so that the wives never find (15 —) where we are in the daytime.'

Balafon 109, April-May '93

4 Choose the best word or phrase for each gap from those offered.

Ajoah Yeboah-Afari, Focus on Africa, July-September' 94

1	a for	b with	c by	d of
2	a anything	b neither	c none	d nothing
3	a the site	b a site	c site	d some site
4	a gold miner	b gold miners	c goldmine	d goldmines
5	a that	b by	c for	d since
6	a they	b there	c they're	d their
7	a with	b by	c from	d for
8	a the other	b another	c other	d otherwise
9	a having to be	b be it	c being	d been
10	a biggish	b biggest	c busy	d business

JUSTICE

PROJECT

Project tasks

To develop one's ideas of what is just.

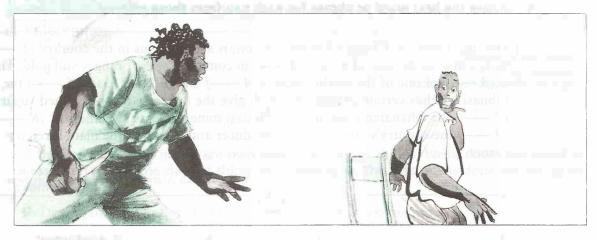
- 1 An oral account of the current criminal justice system
- 2 A court room scene
- 3 An article

WARM-UP



Discussion

- 1 'No man is above the law, and no man is below it.' Do you agree with this statement or not? Justify your opinion.
- 2 Should people ever 'take the law into their own hands' by injuring another person in self-defence or by lynching someone?





3 How should people accused of witchcraft be judged?

CHECKS 1.1-1.3 are for your first Project task fan eras assement of a real agreet of the system).



Comprehension



As you read Text A below, try to understand the purpose of each step in bringing a suspect to trial. Are some of the procedures for his protection? Does the criminal justice system described in Text A resemble the system you are most familiar with? In what ways is it similar and different?

TEXT A

The Criminal Justice System

hen a crime has been committed, a procedure is followed to discover who the criminal is and to bring that person to justice. It differs to some extent from one country to another, but the main stages described below are followed in most countries.

The first step is to discover who committed the crime. This task is the responsibility of the police who carry out an investigation. They interview witnesses who then make statements and sign them; they look for evidence at the scene of the crime and take fingerprints; they check their records and look for any relevant information. Their objective at this stage is to find enough evidence to identify someone as the suspect.

The next step is to arrest the suspect, that is, to take him into custody (as a prisoner). But before the police can do this, they must usually obtain a warrant from a judge or magistrate. This warrant is a document which



states the suspect's name and the crime he is accused of committing. It gives the police the authority to carry out the arrest. Police can, however, arrest someone without a warrant if they catch the person 'redhanded', that is, in the act of committing the crime.

When a suspect is being arrested, the police tell the person what crime he is alleged (said) to have committed and warn him that anything he says may be used as evidence later on in court. The suspect is taken to the police station where the charges against him are recorded in a register. Identification procedures are then carried out. These may include photographing the suspect, taking fingerprints and organising an identification parade or 'line-up' where a witness is asked to pick him out from a line of ordinary people.

The police are not able to keep a suspect in custody for very long without the authority of a court, so the accused person, now called the defendant, is brought before a judge or magistrate. This is the defendant's first or initial 'appearance' in court and various outcomes are possible. If the crime or offence is a minor one, the defendant may plead 'guilty' and the magistrate may decide on a penalty at once. For serious crimes (for example, if the defendant is charged with murder), the judge will set a date for a trial and decide whether the defendant should be released on bail or kept in custody. To release a prisoner on bail is to require him to deposit a sum of money with the court and then to set him free. He will forfeit (lose) this money if he fails to appear in court when required to do so (for example, for his trial). Dangerous prisoners or

ones who might abscond (disappear) are not granted bail, so they remain in custody. It is also possible for the judge or magistrate to dismiss a case if he feels that the evidence against the defendant is not strong enough.

Eventually the trial takes place. The main participants are the defendant, the lawyers (attorneys) on each side, who may be referred to as 'counsel for the prosecution' or 'counsel for the defence', the presiding judge, witnesses and, in some trials, a jury. The clerk of the court reads out the charges against the defendant, who then pleads 'guilty' or 'not guilty' to these charges. The prosecution then states the case against the defendant and the defence makes a statement to demonstrate his innocence. Witnesses give evidence and are cross-examined by the lawyers on each side. Witnesses swear to tell the truth. If they tell a lie, they

commit the crime of perjury. The judge makes sure that the trial is conducted properly and fairly and that rules are observed.

After the lawyers have finished their closing statements, the judge gives his summing-up of the case. In this important speech he clarifies the main points for the jury to consider. The task of the jury is to decide whether the defendant is guilty or not guilty. Their decision is known as their 'verdict'. If their verdict is 'not guilty' the defendant is acquitted of the crime and released. If it is 'guilty', the defendant is now convicted of the crime. It is then for the judge to pass sentence. This may take the form of a fine, a term (period) of imprisonment, or some other penalty such as a number of hours of 'community service', that is, unpaid work for the benefit of the community.

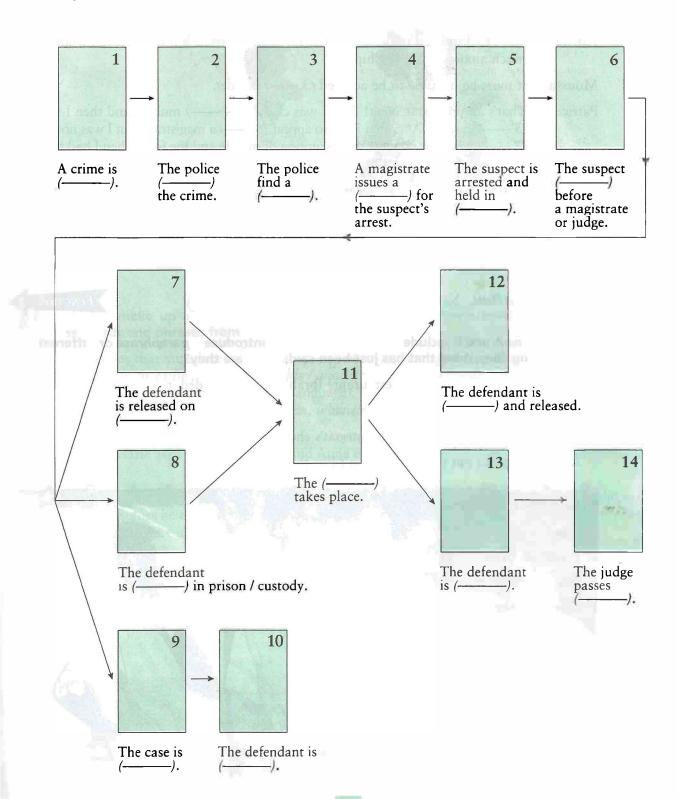
b Answer these questions.

- 1 What is the purpose of the police investigation after a crime has been committed?
- 2 When can police make an arrest without having a warrant?
- 3 Why do police normally have to have a warrant before making an arrest?
- 4 Why does the suspect have to appear before a judge or magistrate soon after his arrest?
- 5 List the possible outcomes of a defendant's initial appearance before a judge or magistrate.
- 6 Why are there two lawyers or teams of lawyers at a criminal trial?
- 7 Whose job would it be to make sure that a witness was not asked improper questions during cross-examination?
- 8 What does 'justice' mean to you?
- 9 To what extent does the criminal justice system you are most familiar with differ from that described in Text A?



Vocabulary: Criminal justice system

Complete each step in this flow chart with one of these words after re-reading Text A: appears, committed, convicted, custody, dismissed, acquitted, held, investigate, released, sentence, suspect, trial, warrant, bail.



Complete each gap in this conversation with one of the following prepositions after re-reading Text A: against, before, in, of, on, of, up, with, with, in.

Moussa Congratulations! I'm delighted you're a free man again.

Patrice Thanks. It was a close thing. You know, I was very nearly convicted (1 ——) murder.

Moussa Did the judge suggest in his summing-(2 ——) that the jury should acquit you?

Patrice No. He dismissed the case halfway through the trial. But not before I'd suffered so

much anxiety and hardship.

Moussa It must be horrible to be accused (3 ——) murder.

Patrice That's an understatement! First I was charged (4 ——) murder and then I was held

(5 —) custody. After that I had to appear (6 —) a magistrate. But I was not released

(7 ----) bail. Just imagine the disruption of my life and the fear! Then I had to appear

(8 ——) court again for my trial.

Moussa So why was the case (9 ——) you dismissed?

Patrice When the witness who identified me in the line-(10 ——) entered the court, he bumped

into a table and then collided with the prosecuting counsel! He was almost blind!



Communication: Saying something in a different way



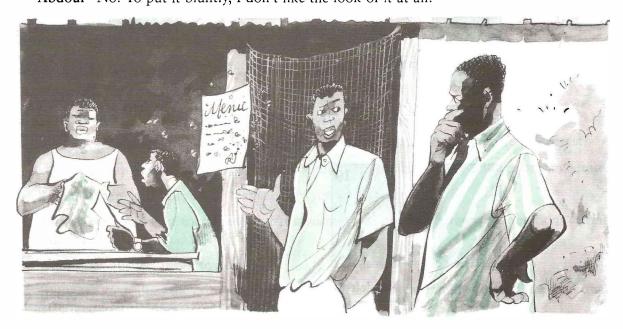
Conversations A and B include three phrases which introduce a *paraphrase* or different way of expressing something that has just been said. What are they?

A Paul Shall we eat in this restaurant? Ibrahim recommended it.

Abdoul It certainly isn't too expensive.

Paul You mean you like it because it's cheap?

Abdoul No. To put it bluntly, I don't like the look of it at all.



B Moussa I have a terrible stomach ache. I'm seriously ill.

Fatima You're just a hypochondriac.

Moussa A what?

Fatima In simple language, you always think you're ill when you aren't.



NOTE People say things in a different way to explain a technical term, an understatement or a confusing statement.

In pairs, make up and practise saying conversations for the situations outlined below.
Use words and phrases from this list.

Expressions that introduce an alternative way of saying something: in other words, that is, that is to say, or, or rather, let me put it this / another way, what I (really) mean is / meant was, to put it bluntly (that is, in direct, frank language), in simple language, let me rephrase that / start again, to make it clear(er), what I mean, what I'm getting at is ..., what I'm trying to say is.

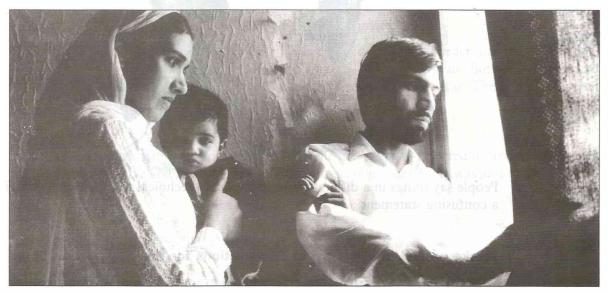
- 1 Anne-Marie says she thinks someone is trying to hurt her. Anna says she is just paranoid. Anne-Marie asks what that means and Anna explains it means Anne-Marie has unreasonable fears.
- 2 A girl is specially dressed for a party. Her boyfriend admires her shoes ('stylish'). She says she presumes he doesn't like her dress since he hasn't mentioned it. He then says it's very well made. She asks if he really means he doesn't think it's attractive.
- 3 Two people are discussing a second-hand bicycle. A asks B if he's going to buy it. B says it looks as if it has seen better days. A asks if B means it needs repainting. B says what he really means is that it's a useless old wreck.
- Make up conversations for similar situations using ideas of your own.

Project task 1 Give a talk to a lower class in the school, on how the criminal justice system works. Make each step and its purpose clear.

CHECKS 2.1 - 2.2 are for your second Project task (a court room scene).



Listening comprehension



Now they are afraid to go out.

Study the guestions below. Then listen to the talk to find the answers.

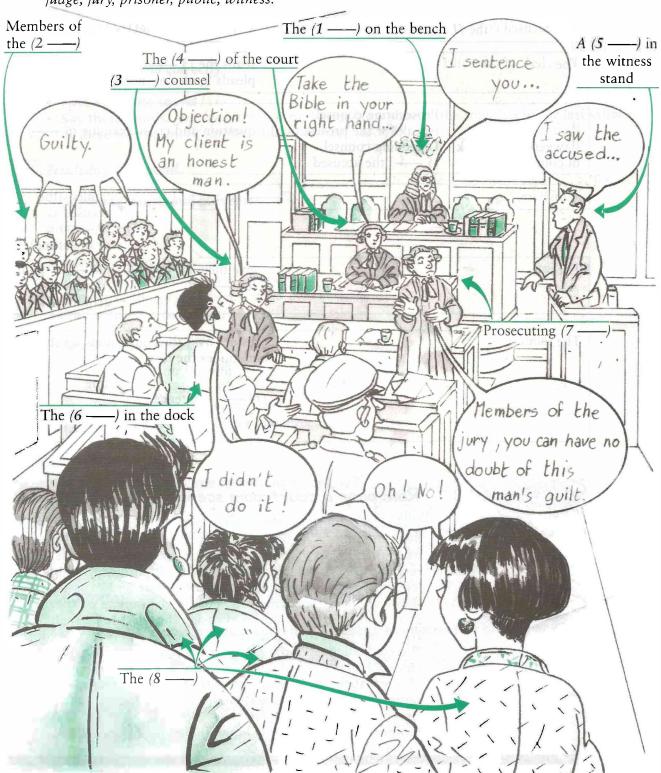
- 1 The number of racist incidents each year is
- - c decreasing slowly a increasing slowly d decreasing fast. b increasing fast
- 2 The offence of racially motivated violence
 - a helps to reduce racism c is welcomed by all ethnic minority groups
 - b is opposed by the police d has yet to become law.
- 3 Racism by the police
 - a is not a problem according to the talk
 - b has been increasing according to the government
 - c is seen as a serious problem by the black community
 - d is ignored by the ethnic minorities.
- 4 One example of police discrimination is that police
 - a stop and search black people
 - b stop and search too many black people
 - c don't stop and search white people
 - d don't record the number of black people they stop and search.
- 5 The talk shows that in Britain today principles of justice are
 - a totally disregarded c applied, but only just adequately
 - **b** not satisfactorily applied d fully and satisfactorily applied.



Vocabulary: Law and order

A COURT SCENE: A criminal case is being heard.

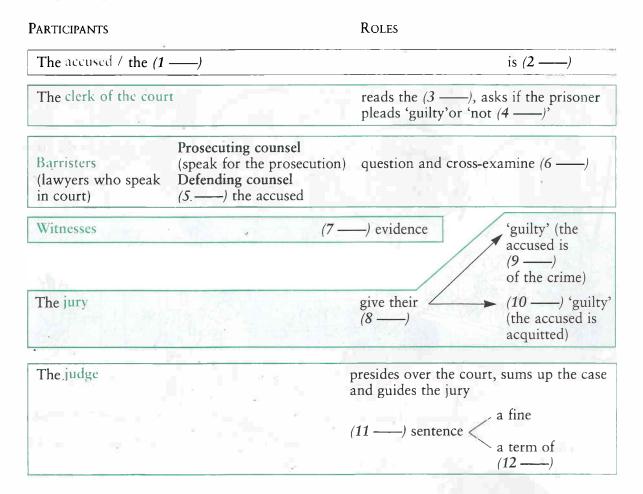
Choose one of these words for each numbered space in the picture: defending, clerk, counsel, judge, jury, prisoner, public, witness.



b

PARTICIPANTS IN COURT AND THEIR ROLES

Choose one of these words for each space: charges, convicted, defend, give, guilty, imprisonment, not, passes, prisoner, tried, verdict, witnesses.



Project task 2

Role play: a courtroom scene

This is an activity for the whole class. Take the roles that have been mentioned in the vocabulary check above. There are 12 parts for the jury; there can be any number of witnesses (who remain outside the court until called in); students without a leading role can be members of the public and express their shock, indignation, sympathy, etc., in the course of the trial. Start with the clerk of the court asking the court to be silent and stand as a mark of respect for the judge as he enters the court. The clerk then asks the prisoner his name, reads the charges against him and asks how he pleads. The prosecution makes its case, calls and cross-examines witnesses. The defence does the same. Each then sums up its case. The judge gives his own summing up. The jury give their verdict and the judge passes sentence if the prisoner is found guilty.

.......

CHECKS 3.1 - 3.3 are for your third *Project task* (an article on whether the death penalty is ever appropriate).

CHECK 3.1

Pronunciation: The sound | a|

- a Making the sound correctly.
 - First make the sound / 3/.
 - Say these words: girl, bird, third, turn, heard. Now shorten the sound as in the last syllable of these words: driver, farmer, mother, worker, doctor: /ə/.
- Practising the sound.
 - Say these words and phrases:

attack: /əˈtæk/ allow: /əˈlav/ accused: /əˈkjuːzd/

a piece of information: /a pis av infameijan/ a member of the jury: /a memba av åa dzvari/

a dead silence: /ə ded'sailəns/

• Say these sentences:

I was alone. Wait for the whistle. They were asleep. Time for a rest. I can never remember her name. My brother and sister are better than ever.

COMPETITION

Which of these words starts with the sound /a/?

able about ache any alert arrest above apple angry ally avenue another animal among American amenity amazed alter aloud allege alcohol agree agriculture.



Skimming

Skim Texts B, C and D and discover which of them has information on these points.

- 1 How society treats women who kill a violent partner.
- 2 Preparations for executing a condemned prisoner.
- 3 The effect of the death penalty on terrorists.
- 4 The televising of an execution.
- 5 Circumstances in which killing is permitted.

When a woman kills an abusive partner, is it an act of revenge or self-defence? A growing clemency movement in the U.S. argues for a new legal standard.

by NANCY GIBBS

THE LAW has always made room for killers. Soldiers kill a nation's enemies, executioners kill its killers, police officers under fire may fire back. Even a murder is measured in degrees, depending on the mind-set of the criminal and the character of the crime. And some time this spring, in a triumph of pity over punishment, U.S. law may just find room for Shalanda Burt.

'After the law turns you away, society closes its doors on you, and you find yourself trapped in a life with someone capable of homicide. What choice in the end was I given?' asks Burt, 21, who is serving 17 years for shooting her boyfriend James Fairley two years ago in Bradenton. Florida. She was three months pregnant at the time. A week after she gave birth to their first baby, James raped her and ripped her stitches. Several times she tried to leave or get help. 'I would have a bloody mouth and a swollen face. All the police would do is give me a card with a deputy's name on it and tell me it was a 'lovers' quarrel'.'

The end came on a Christmas weekend. After a particularly vicious beating, Fairley



followed Burt to her aunt's house. When he came at her again, she shot him. 'They say I'm a violent person, but I'm not. I didn't want revenge, I just wanted out.'

Facing 25 years in jail, she was told by a female public defender to take a plea bargain and 17 years. 'I wanted to fight. But she said I'd get life or the electric chair. I was in a no-win situation.'

If in the next round of clemency hearings on March 10, Governor Lawton Chiles grants battered women like Burt clemency, Florida will join 26 other American states in a national movement to take another look at the cases of abuse victims who kill their abusers. After 20 years of trying, these women have made a claim for mercy: victims of perpetual violence should be forgiven if they turn violent themselves. Now the juries, and ultimately the society they speak for, have to find some way to express outrage at the brutality that women and children face every day – without accepting murder as a reasonable response to it.

More American women – rich and poor alike – are injured by the men in their lives than by car accidents, muggings and rape combined. Last year the American Medical Association, backed by the Surgeon General, declared that violent men constitute a major threat to women's health. The National League of Cities estimates that as many as half of all women will experience violence at some time in their marriage. Especially grotesque is the brutality reserved for pregnant women: the March of Dimes, a national foundation focusing on maternaland child-health issues, has concluded that battering of women during pregnancy causes more birth defects than all the diseases put together for which children are usually immunized. Anywhere from one-third to as many as half of all female murder victims in America are killed by their spouses or lovers, compared with 4% of all male victims.

Time 25.1.93

Deterrence

One important argument in favour of capital punishment is that it deters other potential murderers. This sounds plausible at first. However, statistics show that it is not an effective deterrent. For example, there are just as many murders in American states that use capital punishment as in those without it. In addition, Amnesty International has stated that 'Most politicians and certainly everybody connected with law enforcement and criminology acknowledge that there is no evidence supporting the efficiency of the death penalty as a deterrent over imprisonment.'

Again, to argue that the prospect of the death penalty deters is to make the assumption, wrongly, that criminals reflect before they murder. Very often they do not do so and many assume that they will never be caught. In any case, to many the prospect of life imprisonment is more of a deterrent than death. Some, in fact, would even seek the publicity that goes with the death penalty. As far as terrorists are concerned, the death penalty is martyrdom and each martyr is an enormous asset to the terrorist cause. For all these reasons, the death penalty is not an effective deterrent.

TEXT D

SISTER HELEN PREJEAN, a 55-year-old Roman Catholic nun, has sat in on the executions of three death row prisoners in Louisiana State Penitentiary in America. The victims of these murderers include such people as a three-year-old girl and a young pregnant woman. Sister Prejean is well known for her campaign against the death penalty. One day, when travelling in a taxi, the driver heard who his passenger was and let rip: 'The guys who do that sort of thing should be strung up. They don't deserve to live. We've got to get tough and show we won't tolerate this kind of thing.'

'I understand why he felt like that,' recounts his passenger. 'When these things happen there is such anguish, such a desire for some focus for all those feelings and in England, just as in America, a great many people see the death penalty as the ultimate justice. I wasn't going to change his mind with my words.'

Instead, she would like the taxi driver to see and understand what 'premeditated and sanctioned state killing' really means.

In fact she would like us all to see and understand: she is right behind the move in the States to televise executions and she would have 'this secret ritual which people support as a theory without knowing what the reality means' beamed out at prime time.

We should do as she has and sit with a condemned man (almost all death row prisoners who die are men) in his last hours before he is taken to the electric chair, watch the bizarre ritual of him eating a carefully prepared last meal, see his glance at his watch to note the last minutes of life ticking away, see his hair and eyebrows shaved so they will not catch fire when the electrodes fitted to the scalp are charged.

We should hear the warders arrive, take the prisoner by the arms and announce: 'It's time to go.' We should watch the man being tied into the wooden chair, a strap clamped round his jaw to prevent him screaming, a hood put over his head so the desperate terror and pain on his face as the switch is swung and the electricity charges through his body is never actually witnessed.

'And when it is over we should ask ourselves whether that feels better, whether watching the state imitating the violence that the prisoner meted out to his victims is the best protection and resolution for society that we can manage,' says Sister Prejean, fixing me with a challenging, I-have-God-on-my-side look. And, no, she doesn't believe that in societies which turn the most sadistic, macabre and brutal events into popular entertainment, people will just put their feet up with a tub of popcorn and be titillated rather than appalled by what they see. 'It is so cruel, so terrifying and so far from being glamorous that I believe most people would be appalled to realise this is what we sanction through our taxes. I believe it would have the death penalty abolished.'



Finding word-meanings from the context

Use the context clues below for each target word or phrase to try to work out what it means. Then check it in a dictionary if you can.

Target word / phrase	Text	Context clues
serving 17 years	В	She has killed someone, so what are these years all about?
wanted out	В	Why exactly did she shoot him?
penitentiary	D	Where are prisoners kept before execution?
let rip	D	introduces an angry statement
strung up	D	a form of punishment. Note the words 'don't deserve to live'.
beamed out	D	The context is televising.
meted out	D	a very simple word could replace this phrase in its context
tub	D	something the popcorn is in.

Project task 3

Writing an article for or against the death penalty

- Decide whether you are in favour in capital punishment for some or all cases of murder or against it.
- Plan your article. Use this structure:

Introduction

Mention any recent case of murder or of the use of the death penalty which favours your point of view. State the issues that this case raises and where you stand on them.

Main body

Present your arguments and show the weakness of opposing arguments. Include as much detailed evidence and as many examples as you can.

Conclusion

State how you hope the measures you favour would reduce the number of murders.

- Study the guidance for writing involving argument in Unit 3,
 p. 40.
- Note also these useful expressions in Text C:
- one important argument in favour of ... is ...,
- for example,
- in addition,
- again,
- in any case,
- For all these reasons.

UNIT 8

RHYTHM AND HARMONY

PROJECT

Project tasks

To start a music club in the school.

- 1 A notice
- 2 A praise song
- 3 A discussion, report and notes
- 4 A letter to the press

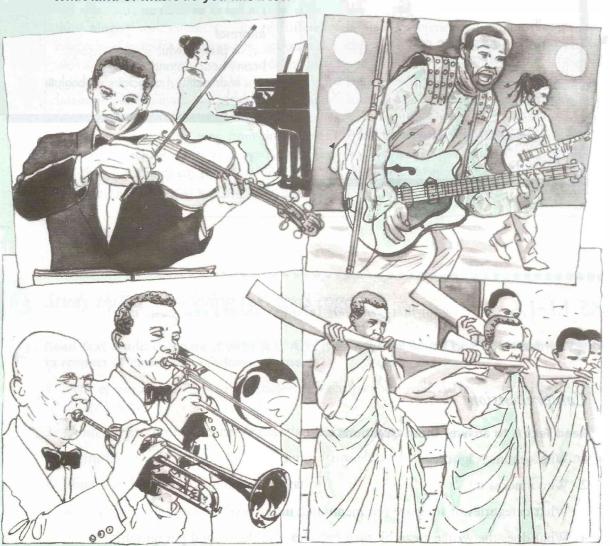
WARM-UP



Communication: Expressing likes and dislikes

Function 3





a Which speaker is the more enthusiastic in this conversation?

Jean Listen! That's Youssou N'Dour's '7 Seconds'. It's really fantastic I'm wild about Youssou N'Dour.

Ama Yes. His music isn't bad, is it? My favourite singer is Ali Farka Touré. There's nothing I like more than to relax and listen to his voice.

b Which speaker shows the stronger dislike in this conversation?

Ah! I can smell fresh fish being grilled. No kind of food gives me greater pleasure Ibrahim

I can't stand fish of any kind. I'd rather go hungry than eat it. What I like best is liver. I'm very fond of it.

Ahmadou Well, liver is all right, I suppose, but I'm not very keen on it.

c In pairs, say what kinds of music you like and dislike. Use the expressions in colour above and some of the following:

FOR YOUR LIKES

I do like / love
I adore (strong) . . .
I really enjoy . . .
I'm (very / quite) keen on . . .
. . . is (one of) my favourite . . .
I'm (very / quite) fond of . .

Informal
I'm crazy / wild about . . .
. . . is really great / terrific / fantastic
You can't beat . . .
I really go for . . .

FOR YOUR DISLIKES

I (really) hate / dislike . . .
I'm not at all keen on . . .

Informal
. . . is pretty awful
I can't bear / stand . . .
. . . is dreadful / atrocious / absolute
rubbish

CHECKS 1.1-1.6 are for your first Project task (a notice about a new music club).

CHECK 1.1

Comprehension

Read Text A to answer these questions.

- 1 What genius is ignored?
- 2 Who ignores it?
- 3 What categories of song are not mentioned in the text?
- 4 What does the writer mean by such behaviour in the second paragraph?

- 5 Is it really necessary to include music as a part of education?
- 6 Which of these phrases would make the best title for Text A? Justify your choice
 - a Music in education
 - b A genius ignored
 - c Incomplete education
 - d Africa's musical culture.

TEXT A

AFRICANS have a genius for music. Consider the ease with which we turn out our folk songs and the great quantity of them which pour out in a short time. Far from being merely a relic of the past, the music of Africa has proved that it represents the very soul of Africa.

Let us see how this genius manifests itself. Music is a vital part of African societies. The ethnomusicologist will enumerate many different categories of songs for private and public occasions, such as cradle songs, songs for naming ceremonies, weddings, crowning of chiefs and so on. Even infants respond to music as soon as they can stand. I remember being entertained by the spontaneous outburst of the victory song from the winning team after a school sports meeting. I remember enjoying the exuberance, the compelling rhythm of the music and the camaraderie of the moment.

It is not common to find such behaviour in other parts of the world.

But the genius of music in Africans finds little encouragement to emerge in our schools.

If music is so much a part of the African's culture and if education doesn't recognise this, then it is misleading the African. With such a creative force the African should have reached the heights of human development. But unfortunately this is not the case. African countries are beset with economic and social problems, classified as Third World (third rate?) and still 'developing'. Somewhere in between what they are and what they've become, something has gone wrong. Perhaps that 'something' is education in which music has been ignored. Music is that precious aspect of an African's culture which should be incorporated into his education and a basic experience of life itself.

Kitty Fadlu Deen

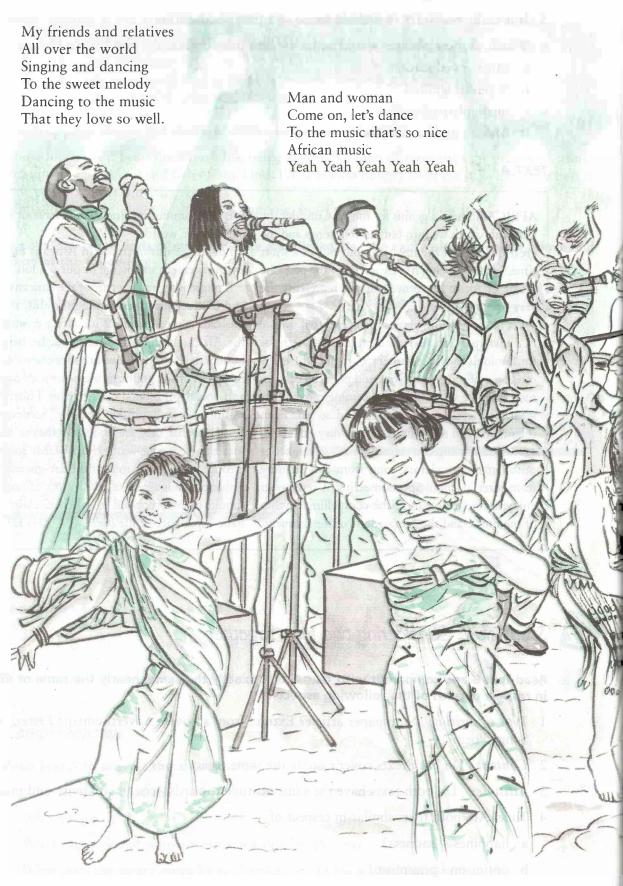


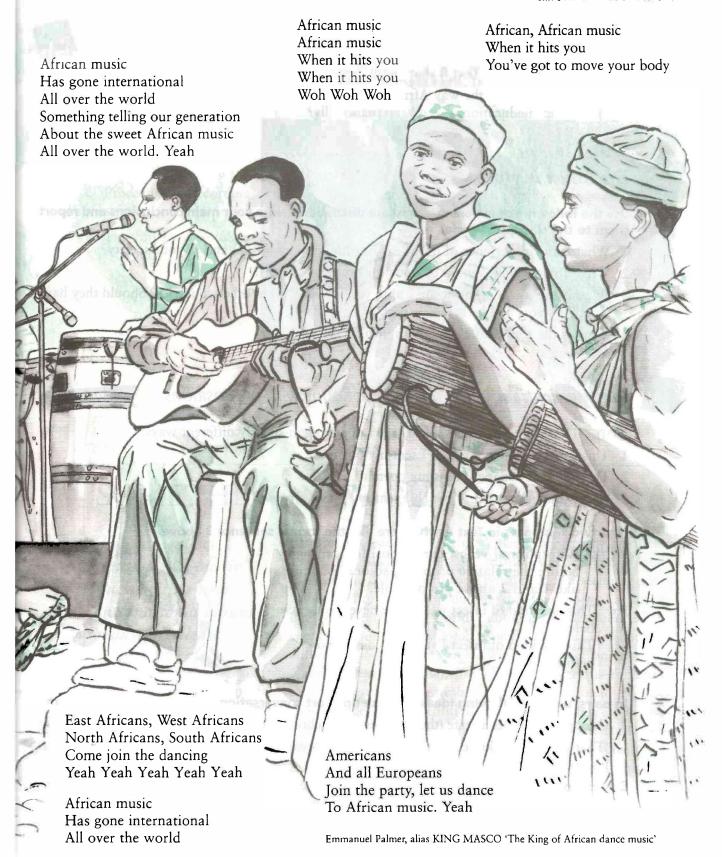
Study skill: Considering two texts together

Read Text B and compare it with Text A. Is it exactly the same, nearly the same or different in respect of each of the following aspects?

- 1 Type of writing Newspaper article? Extract from a novel? Advertisement? Letter? Speech? Song? Poem?
- 2 Content Do both texts cover exactly the same topics?
- 3 Attitudes Do both texts have the same attitude towards African creativity and music?
- 4 Tone Are both texts similar in respect of
 - a happiness / sadness?
 - b optimism / pessimism?







Answer these questions about Text B.

- 1 What sort of a text is this (is it an advertisement, a news item in a magazine, a letter?)?
- 2 What attitudes does Text B share with Text A?
- 3 What is different in the way African music is appreciated
 - a) in African education
- b) internationally?



Discussion in groups

Use the following questions to stimulate discussions. Note your main conclusions and report them to the class as a whole.

- 1 What is the importance of music in your life, in your school and in your society?
- 2 What do you think should be done for music in schools?
- 3 What is the status of musicians a) in your society b) in other countries? Should they have a higher status and be better respected?
- 4 What is the source of a musician's inspiration?



Communication: Using relative pronouns with prepositions



NOTE These three sentences all say the same thing in slightly different ways:

- 1 This is the newspaper which I sent my poem to.
- 2 This is the newspaper I sent my poem to.
- 3 This is the newspaper to which I sent my poem. (formal)

Find two sentences in Text A which are like the formal sentence 3 above.

NOTE With phrasal verbs, the preposition can't go before the relative pronoun, so only sentences like 1 and 2 above are possible.

Ex: This is a kind of insect which I've never come across before.

This is a kind of insect I've never come across before.



In pairs, use the following ideas to make up short conversations and practise saying them.

- 1 One speaker wants a knife (there are several to choose from). The other brings the wrong one. 'That's the wrong knife. It's the one (I cut the bread with it). Bring me the one ... (say what it's used for).'
- 2 One speaker shows the other a photograph of her three sisters.
 - 'This is the one who is a nurse (I was telling you about her yesterday).'
 - 'This is the one (you spoke to her on the phone recently).'
 - 'This is the one (I used to play tennis with her).' etc.
- 3 One speaker points out something he hasn't come across before, a person he doesn't get on well with, a poem or story he has recently made up, some handwriting he can't make out.



Take one minute to skim this text to discover its main topic. Then say which of the following the text has most information about.

- a Traditional Senegalese music
- b Music festivals
- c Procedures in recording studios
- d The career of Youssou N'Dour.



TEXT C Does this text have a message for you?

SOMETHING NEW OUT OF AFRICA

The Senegalese Youssou N'Dour is back, with a new international album ready for release.

THE N'DOUR story so far: the bright teenage son of a mother from the traditional praise-singer griot caste takes up popular music-making in the formative years after Senegalese independence, rockets to the front-line of the veteran Star Band and leaves to set up his own Super Étoile de Dakar, Senegal's top

band of the early 1980s. In 1984, the growing European interest in African music brings him to London in the days of great Third World concerts, sponsored by local authorities. Spotted by Peter Gabriel a few years later, he stars in great music festivals, rubs shoulders with celebrities - Sting, among others - at all the important events -Amnesty tours, Mandela tributes - and lands and loses a contract with Virgin Records. In 1991 Youssou signs to 40 Acres and a Mule, the record label set up by Spike Lee to

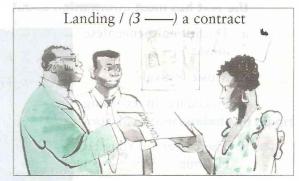
'enlarge the legacy of great African-American music', and releases the moderately successful Eyes Open. The latest album is on the parent label, Sony/Columbia. It is called Wommat, Wolof language for 'The Guide' and is Youssou's first international album produced entirely at home. Probably the best track is a Dakar favourite, 'Tourista', a charming admonition to Youssou's countrymen to welcome tourists - 'Hey, taximan, don't cheat them, Hey, vendor, don't overcharge them...". Independent, 2 June 1994

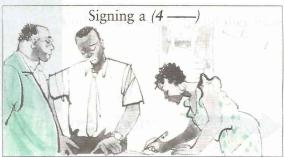


Vocabulary: Music recording

Choose one of these words for each space: company, contract, label, musicians, studio, winning.







A record (5 - - -) is another way of referring to a recording (6 - - -).

Match each word or phrase with its meaning.

WORDS AND PHRASES

a backing group
a new release
to release (a song / album)
an album
a track
a sponsor

MEANINGS

a collection of songs on a record person or organisation who gives the money for a big sporting or music event musicians who accompany a singer a new song to publish for the first time one song on an album

Project task i

Writing a notice about a new music club.

- a) As a class, put forward ideas for the notice.
- b) Write your notice urging fellow students to form a music club. Base your appeal on one or more of the points in Texts A, B and C: African musical genius perhaps you, the reader of this notice, have it; the value of music as a part of education; the opportunity for international fame; sheer fun. The best notice will be displayed on the notice board.

••••••

CHECKS 2.1 - 2.3 are for your second Project task (a praise song).



Scanning and inferring

- а
 - Scanning read quickly through Text D and answer these questions.
 - 1 Who is the singer singing about?
 - 2 What does the singer compare the person with?
- b Inferring read the text again and answer these questions.
 - 1 What kind of a singer sings this song?
 - 2 What kind of song is it?
 - 3 What is the occasion?

TEXT D

I talk of Nelson Rolihlahla Mandela.

I talk of a leader

Like gold and diamonds.

Like diamonds and gold

You have gone through the fires of time

In order to be refined.

You have gone through

All forms of life.

I talk of Nelson Rolihlahla Mandela.

Like an oak tree

You have survived all kinds of weather.

Comrade Mandela,

You are a hero,

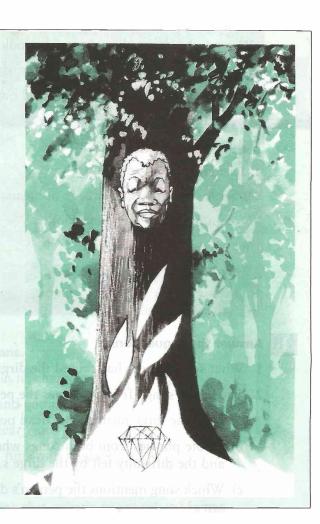
You are a veteran,

You are a stalwart,

You are a catalyst to unity

You are the father

Of the new nation in the making.



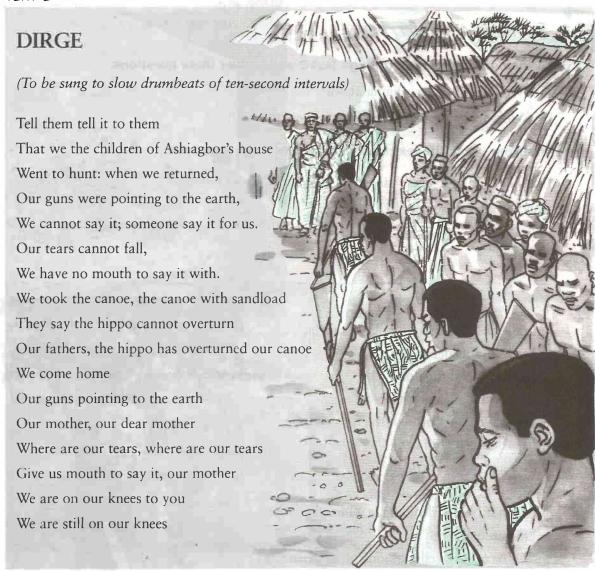


Literature skill: Comparing two songs



Read Text E (Dirge) and compare it with Text D.

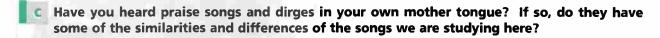
TEXT E



b Answer these questions.

- 1 What sort of event has caused the dirge?
- 2 The praise song (Text D) names the person being praised three times.
 - a) Does the dirge mention the dead person?
 - b) Quote phrases from both songs which show the desire of the praise singer to speak out and the difficulty felt by the dirge singer to say what has happened.
 - c) Which song mentions the person's deeds and qualities? Why doesn't the other one do the same?

- 3 Both songs repeat words, phrases and ideas, which is common in oral literature. Quote some of the repetitions.
- 4 One song is rich in images, metaphors and comparisons. Which one? Why isn't the other one similarly colourful? Mention two of the images in Text D.





Pronunciation: Stress and rhythm

Perform the praise song as if you were the praise singer with the new president standing beside you, a crowd of half a million people below you and hundreds of millions of people around the world watching you on television. To get the right rhythm:

- stress nouns (especially Nelson Mandela's name), verbs and key words (Ex: you);
- take time when saying the stressed words, especially the names;
- do not stress the pronoun T or words with a mainly grammatical function (of, a, the, in, like, have, are);
- · build up to a climax on the word father.

Project task 2 Make up a praise song for someone you look on as a hero.

CHECK 3.1 is for your third *Project task* (a discussion and notes about the kind of music to be covered in the music club).



Comprehension

Read Text F to find answers to these questions.

- 1 From what source does the Carnival obtain its character?
- 2 What sort of things are drums, steel pan and guitars?
- 3 For what reasons did the writer want to hear pan?
- 4 What sort of things are kaiso, acid house, funk and reggae?
- 5 Why couldn't the truck move anywhere?
- 6 Does the text describe any aspects of culture that exist in your society?

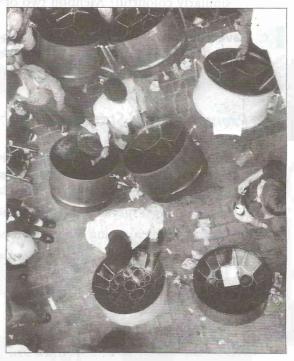
25 YEARS OF CARNIVAL

THE NOTTING HILL CARNIVAL, organised by the black community in Britain, is a cultural extravaganza, embodying the spirit of African resistance and survival. It is essentially based on festivals celebrating the freeing of slaves in the Caribbean. But in form and style, it has its roots deeply entrenched in African culture. Slaves transported to the Caribbean carried with them traditional rites and ceremonies.

On the day of the Carnival I was at Selwyn's house. It was open house in true Caribbean style: family, friends and visitors lucky enough to have a contact there. The kitchen was full of people cooking, children rested in all the rooms, rum flowed. There were musical instruments everywhere: drums, steel pan, guitars, and for non-musicians like me, home-made instruments like forks or empty bottles or cans — anything to keep a rhythm.

This was our base for the Carnival. My excursions out were for one purpose: to find the steel band. I am a Jamaican, and I come to Carnival to hear pan*. Not only do I know the revolutionary history of the instrument and the people who created and first played it, but there is nothing like pan music at Carnival.

I walked in vain for an hour. There were sound systems on every corner, and they



weren't playing Kaiso (Calypso). Acid house, funk and reggae blared, and the people stopped walking. They jammed. Everyone found their favourite sound and stayed there.

Not until I reached the Mangrove did I hear the competing sounds of Kaiso and one steel band on a truck that really couldn't move anywhere.

Adapted from Spare Rib No. 216, Sept 1990

* A steel band plays special metal drums which are also referred to as steel pan or just pan.

Project task 3

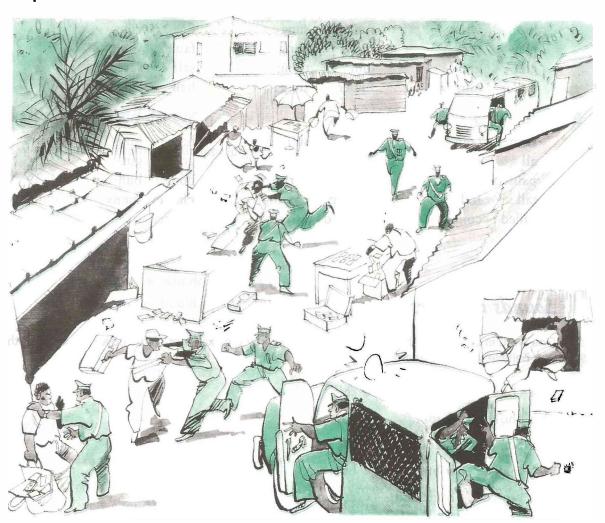
- 1 In groups, discuss what kind of music should be covered by the club (classical and traditional as well as popular?). Would there be opportunities for playing instruments, singing or dancing?
- 2 A spokesperson reports to the class for each group, to reach a majority decision.
- 3 Make notes from the discussion to put on the school notice board, print in the school magazine or read out at the first meeting of the club.

CHECK 4.1 is for your fourth Project task (a letter to the press).

4.1

Listening: Pirates of pop

Listen to the interview between a TV presenter and a Ghanaian musician. Make notes on the system which is bringing piracy to a halt in Ghana. The notes will help you write a letter to the press.



Project task 4

Read again the guidance for writing a letter to the press in Unit 2, page 29. Write a letter to a newspaper, urging the government to introduce a system to prevent music piracy and to enforce the system.

Oral Test 2

Sounds in pairs

Write down the number of the column of each word that you hear.

- a) 1 2
 load road
 list wrist
 play pray
 glue grew
 miller mirror
- b) 1 2 wing sung sung ban bang thin thing sinner singer
- c) 1 2
 few view
 fine vine
 fault vault
 safe save
 half halve

- d) 1 2
 corn coin
 all oil
 paused poised
 fall foil
 called coiled
- e) 1 2
 short shirt
 Paul pearl
 call curl
 awning earning
 assorted asserted
- f) 1 2
 home hum
 goat gut
 bone bun
 phoney funny
 roasted rusted.

Sounds in threes

One word in each set of three words will be spoken by the examiner. Write down the letter of the word you believe you have heard.

1 a	chip	b cheap	c	ship
2 a	choke	b joke	c	coke
3 a	Sue	b zoo	c	shoe
4 a	budge	b bus	c	buzz
5 a	crowd	b ground	c	crown
6 a	pass	b purse	c	pause
7 a	waiter	b whiter	c	water
8 a	late	b light	c	let
9 a	burn	b born	c	Ben
10 a	fool	b full	c	fuel.

Rhyming sounds

There are four words to a line. The examiner will say a *different* word that rhymes with one of them. Write down the letter of that word.

1	a	breed	b	breathe	c	breeds	d	breathes
2	a	bent	b	bend	c	bet	d	bed
3	a	phone	b	foam	c	form	d	torn
4	a	shun	b	tongue	c	wrong	d	one
5	a	rub	b	stop	c	cup	d	job
6	a	four	b	fair	C	fear	d	fire
7	a	seize	b	cease	c	siege	d	fridge
8	a	ramp	b	wrong	c	romp	d	rump
9	а	weather	b	wetter	C	redder	d	tester
10	a	list	b	lists	c	meets	d	least.

Intonation and stress

Say each student response with appropriate intonation and stress.

1 Examiner I'm looking for my dictionary. That one in your hand looks like mine.

Student It's not your dictionary, nor is it mine: it's John's.

2 Examiner Have the police interviewed you yet?

Student Me! I hope they don't suspect me of committing that dreadful crime.

3 Examiner We grow wonderful crops in this country, don't we?

Student Yes. We should export more agricultural produce, shouldn't we?

4 Examiner I can't find my watch anywhere.

Student Did you take it off to wash your hands? Where were you when you last wanted

to know the time?

Role-play

Prepare to take the part indicated in each situation.

- 1 A pen-friend from another country has just arrived to stay with you for two weeks. Greet your friend, make him / her feel welcome. Offer refreshment, introduce him / her to your parents, brothers and sisters. Ask about the journey and his / her family. Show your friend his / her room and the bathroom and sitting room.
- 2 A well-known scientist from a nearby university has come to your school to give a talk to the Scientific Club. You may decide for yourself what branch of science he specialises in, or even choose a non-scientific subject. You and the other club officials have a meal with him in a restaurant before his talk. Discuss his work, his current research and what is being done in his field in other countries. Ask about future applications of his and other scientists' research work. Talk to him about university courses and future employment possibilities.

Discussion

Below, there are three texts, two charts and a map. Study each of them. Make sure you can understand and interpret them. You may make notes for the discussion.

TEXT A

... Then there are the finals of the steel band competition.

West Indians will tune up almost anything to make music – over the years they have used bamboo poles, biscuit tins, bottles, wheel hubs, cheese graters and even garden forks in their parades. But surely their most inventive creation is the steel pan. Steel drums, which were invented in Trinidad, are made from oil barrels (a 50 gallon oil-drum bashed out, tempered and tuned).

Watching a steel band is extraordinary. It is entirely percussive so there is a visible energy as 50 or 60 people lunge and shift in unison, uniting a wide variety of 'plinks', 'clangs' and 'bongs' into a coherent tune. The sound can be a raucous metallic clangour or it can be as soft as velvet. It can move you to tears.

Financial Times Weekend 12/13.11.94

TEXT B

I prefer village life to the town; towns bring bad news. We live very well in Niafunke, much better than in Bamako. We don't need any security in my village: the children sleep outside on the sand in the hot weather. I sleep on a straw mat with a cover on it. Beds make you lazy; I don't like them. They aren't good for your body, not if you are a worker. In the hotels in the West, I often put the cover on the floor and sleep there.

Extract from Sue Steward, 'Life in the Day of Ali Farka', Sunday Times Magazine 14.8.94, © Times Newspapers Limited, 1994

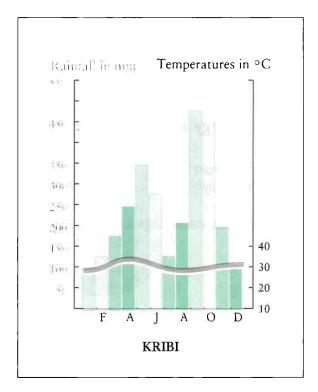
TEXT C

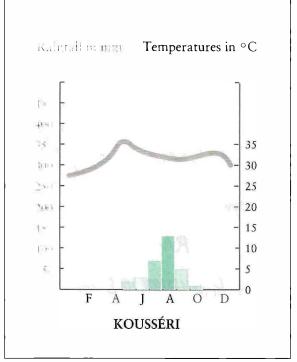
Seven-year-old Grace Berwa returned in peace to her home in the Rwandan capital Kigali a month ago after fleeing massacres that killed her mother and father.

On Monday, playing near her home which she shares with her 14-year-old sister and three brothers in the Kaciyru district of the quiet capital, Grace stepped on an anti-personnel mine. It exploded, sending a piece of shrapnel through her left eye and slashing her achilles tendons

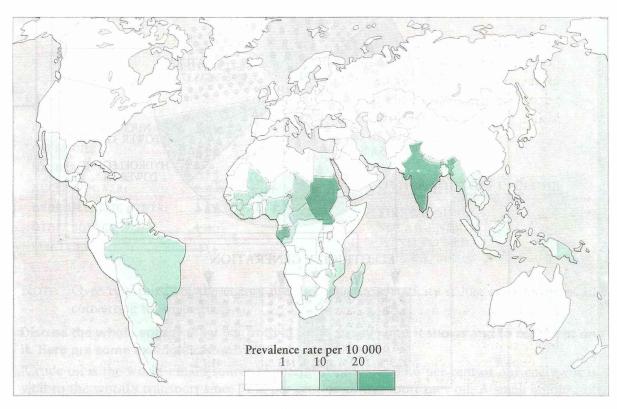
to shreds at her ankles.

Independent 11.8.94





RAINFALL AND TEMPERATURE GRAPHS



CURRENT WORLDWIDE DISTRIBUTION OF REGISTERED LEPROSY CASES

SOURCES OF ENERGY

PROJECT

Project tasks

To review sources of energy and make suggestions for your area.

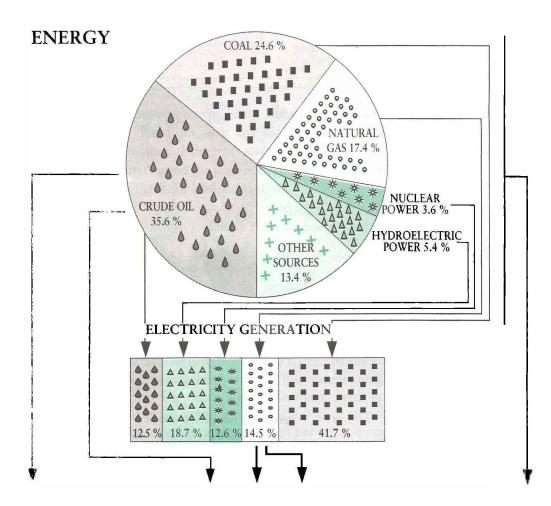
- 1 A talk illustrated by a flow chart
- 2 A compare and contrast essay
- 3 A radio discussion

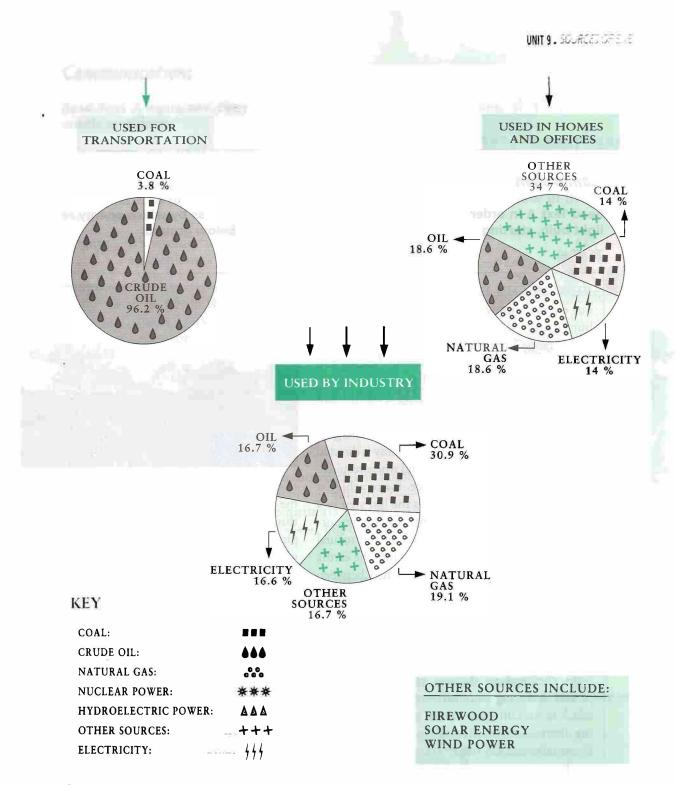
WARM-UP

CHECK 0.1

Discussion in groups

Study this diagram. The top pie chart shows the main sources of energy; the rectangular box below it shows how some of these sources are used to generate electricity and what percentage of the world's electricity comes from each source; the three pie charts on page 135 show how the sources of energy are used by different sectors of society.





Note: Over two thirds of the energy used to generate electricity is lost in the process of converting it to electricity.

Discuss the whole energy diagram, both in order to say what it shows and to comment on it. Here are some example comments:

'Crude oil is the world's main source of energy. It provides 35.6 per cent of our energy. It is vital to the world's transport since 96.2 per cent of all transport uses oil. A small amount of transport uses coal. This probably produces steam to power some train engines and some ships.'

CHECKS 1.1-1.4 are for your first Project task (giving a short talk on how energy reaches your area).

CHECK Combr

Comprehension: Making a flow chart

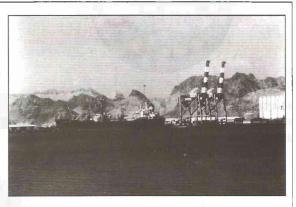
Read Text A in order to make a flow chart showing the process by which energy reaches a light bulb, starting from the extraction of crude oil from below ground.

TEXT A

FEW PEOPLE CARE about the source of our energy supply except when it is disrupted, but virtually all of us care about energy services, which range from the basic needs demanded by human beings everywhere – cooking, heating and lighting – to the hallmarks of modern society – motors, appliances, wide-ranging mobility and various industrial processes. Because the world cannot function without regular supplies of energy, a significant section of the global economy is directed to providing these services when and where required.

Lighting a room, for instance, is not achieved merely by flicking a switch; it is the last step in a long chain of conversion events. Energy resources - for example, the unrefined oil and natural gas recovered from wells driven deep into the earth's crust and the coal that is sandwiched between terrestrial sediment - must first be extracted. The primary energy (crude oil, say) is then transported to a refinery to be processed into a wide range of products, and from there fuel oil is shipped to a power plant to be burned (and thus converted from chemical to thermal energy). The heat produced during combustion powers a turbine, which in turn drives an electric generator (converting thermal to mechanical to electric energy). Eventually the electricity travels through wires until it reaches the end-use appliance - the incandescent lamp (light bulb) - where it is transformed into radiant energy.

The uneven distribution of the world's fossil fuels (oil, natural gas and coal) necessitates a flourishing worldwide trade in energy commodities: some 44 per cent of oil, 14 per cent of gas and 11 per cent of coal consumed are traded internationally. Extensive distribution systems exist



to service this trade and ensure that resources reach the consumer. Natural gas is transported over land through some one million kilometres of trunk pipelines, and oil through 400,000 kilometres of pipes, excluding local distribution systems. About 2,600 tankers ply the world's oceans carrying crude oil; another 65 vessels deliver liquid natural gas around the world.

As a result of such global demand, fossil fuels are being depleted at a rate that is 100,000 times faster than they are being formed. Coal's share of the world energy supply has already peaked; in 1920 it accounted for more than 70 per cent of fuel use, but today it meets only 26 per cent of global energy needs. Oil peaked in the early 1970s at slightly more than 40 per cent (today it is 38 per cent). The portion currently allotted to natural gas (19 per cent) is expected to rise further. Although the remaining fossil fuel that can be recovered is enough to last 170 years at present rates of consumption, the supply will eventually run out. In the meantime, if it is all burnt, it presents a possible threat to the environment.

Ged R. Davis, 'Energy for Planet Earth', New Scientist Sept 1990, pages 21-23



Communication: Prepositions



Read Text A again and then say which preposition or prepositions go with each of these words or phrases:

care — , account — ,	sandwich,	transform ——	, convert —
allot — , transport —	land — pipes	, range	

b Study Text A to find out which preposition goes with each word in colour in the following conversation.

Brigitte It's wonderful the way craftsmen can transform an elephant's tusk (1 ——) pieces of jewellery.

Fatima Aren't you concerned (2 ——) the trade (3 ——) wild animals? You know vast numbers are

caught every year and sent halfway (4 ——) the world for wealthy people to buy.

Brigitte People don't buy elephants!

Fatima No. But they buy ivory ornaments and every

ornament made of ivory is a threat (5 —) elephants.

Brigitte I do care (6 ——) them.

Fatima Then stop buying ivory ornaments! The numbers

of some rare animals are being reduced (7 —) an alarming rate. The animals at risk range (8 —) small birds (9 —) big creatures like

elephants and rhinos.



Practise saying the conversation with the prepositions added.



Comprehension: Understanding some noun phrases



The noun phrase energy resources means 'resources that provide energy'.

Choose one of the words or phrases listed under 'completions' to give the full meaning of each noun phrase:

MEANING	
a plant — power	
fuels —— fossils	
commodities —— energy	
a system — distribution	
supply —— energy ——	the world
the use —— fuel	
	a plant — power fuels — fossils commodities — energy a system — distribution supply — energy —

COMPLETIONS
which consist of
of ... in
for
which are formed from
of
for generating
of



Communication: Expressing purpose in the passive



a

This conversation includes a passive infinitive (in *italics*). It expresses the *purpose* in going to hospital.

Paul I'm going to the hospital.

Martha You don't look ill.

Paul I'm not. I'm going there to be vaccinated against cholera!

Find two examples of the passive infinitive for expressing purpose in Text A.

Complete each conversation with the passive infinitive of these verbs. Then practise the conversations in pairs:

1

Moussa I took my car to the garage (——), not (———). But look! They've cleaned

use, train, dye, repair, educate, make, clean.

it beautifully.

Kofi

I hope it works!



Visitor Do you send your cloth

away (-----)?

Weaver No. We do it ourselves!





Parent A My son spends all his time at school

acting in plays. I didn't send him there

(-----) as an actor!

Parent B But drama is part of his education. You

did send him to school (———)

didn't you?



4

Visitor What happens to your

groundnuts?

Farmer They are shipped to Europe

(———) into oil.

Visitor All your groundnuts?

Farmer No. We sell some in the local

market (——) by our

neighbours.



- Another pattern for expressing purpose is 'to have something done '. Ex: I took my watch to the shop to have it mended.

 Match each action in column A with a suitable purpose in column B and combine them in a sentence using this pattern.

A				
Λ	\sim	no.	M.	C
	I	110	11 N	

- 1 She's gone to the hairdressers
- 2 I took my trousers to the tailor
- 3 It's time you went to the dentist
- 4 I'm going to the hospital
- 5 My brother's taken his car to the garage

PURPOSES

- a your teeth / examine
- b my arm / X-ray
- c hair / do
- d them / lengthen
- e it / spray a different colour

Now make up sentences of your own following the examples above.

Project

Giving a short talk on how energy reaches your area.

Work in small groups. Each member of a group gathers information outside the classroom. Decide what each person will do. For example, one may find out what source of energy a factory uses for its processes; another may discover if a hospital has a diesel-powered generator in case of a power cut; another may find out what other sources of energy families use and how they are supplied.

Then the information within each group is shared. All prepare a talk and one delivers it, using the blackboard to draw a flow chart to illustrate the talk.

•••••••••

CHECKS 2.1-2.5 are for your second Project task (an essay comparing the feasibility of different sources of energy).



Comprehension

Read Text B to understand the process of generating electricity from solar power, its advantages, disadvantages (if any) and technical requirements. Then answer the questions that follow it.

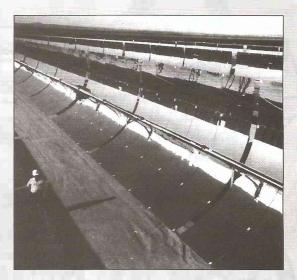
TEXT B

SKY TRAP

This is how southern California plugs into the biggest power socket in creation. Out in the parched Mojave Desert, 600,000 parabolic mirrors point to the sky, tilting in unison to track the sun from dawn to dusk. Being California, it's all done by computers. Each square metre of mirrors saves one barrel (159 litres) a year of imported oil. By 1995, solar power could provide the electricity needs of over a million Californians.

The 'power farm' at Kramer Junction is the largest of three solar energy complexes run by Luz International in the Mojave. Together they cover 1,000 acres of desert and generate 275 megawatts of power.

Yet, for all the high-tech landscape, the Luz recipe is simple, short and elemental. Mix sunlight, air and water, and the result is the first clear demonstration that solar power on a grand scale with no crippling economic or technological drawbacks is genuinely attainable. At Kramer Junction, the 600,000 parabolic mirrors follow the sun and focus its heat on to tubes containing



synthetic oil. The superheated oil, raised to a temperature of 391 °C, is used simply to boil the water for an old-fashioned steam turbine. To keep the mirrors free of dust, each of them is cleaned with high-pressure hoses once a fortnight.

Say whether each of these statements is true or false.

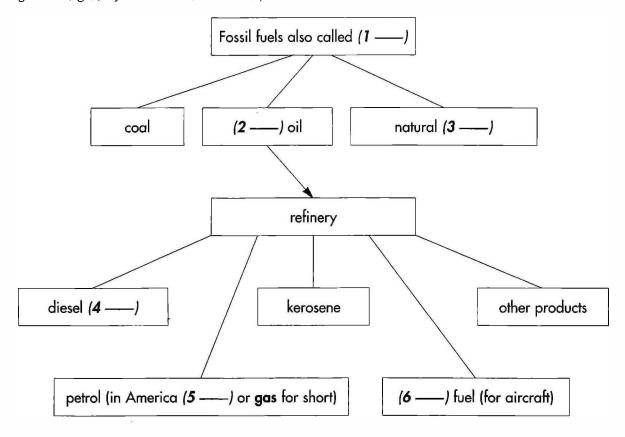
- 1 The solar power farm at Kramer Junction saves 159 litres of imported oil a year.
- 2 Computers enable the mirrors to point towards the sun all day.
- 3 The whole process of harnessing the sun's heat at Kramer Junction is old-fashioned.
- 4 The scheme shows that solar power on a large scale is feasible.
- 5 The Mojave Desert is the biggest power socket in creation.



Vocabulary of energy

Complete this diagram using these words:

gasoline, gas, hydrocarbons, aviation, fuel, crude.



b Complete the definitions below with these words:

appliance, solar, clean, deplete, generate, generator, plant, deposit, power, recover, reserves.

- 1 To make electricity is to (-----) it.
- 2 A machine that makes electricity is a (----).
- 3 A machine that uses electricity (e.g. a fan, a refrigerator) is an (-----).
- 4 Fuel which produces very little pollution is described as (----).
- 5. Power obtained directly from the sun is called (——) power.
- 6 A place which generates a lot of electricity is a (-----) station.
- 7 Another name for a power station is a power (——).
- 8 The supply of a resource which is still in the ground is called a (———) (when it is in a particular place) and (———) (when talking in general).
- 9 To use up fossil fuels or any resources is to (——) them.
- 10 To extract as much of a resource as possible is to (-----) it.



Comprehension

Read Text C to discover the advantages of wind power, the problems that have mainly been solved and the problems that remain. Then complete the table that follows it.

TEXT C

WIND POWER

Among solar electricity options, wind power is closest to being economically competitive. Wind is solar power that has already been converted into mechanical power, so further conversion to electricity can be accomplished efficiently.

During the 1980s, some 1,660 megawatts of wind-electric capacity was installed worldwide (a megawatt is one million watts). Of the total, 85 per cent is in California, mostly at Altamont Pass in territory served by the Pacific Gas & Electric Compagny (PG&E), where there are now about 7,500 wind turbines

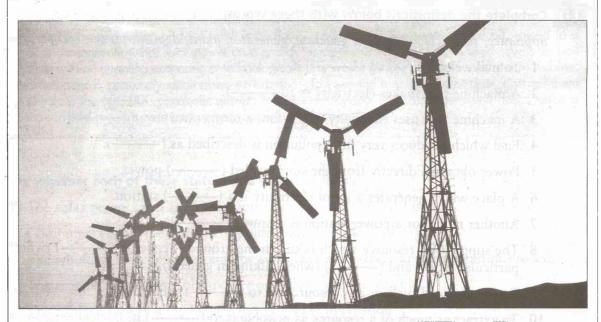
Difficulties arose in the early years. But today most of the problems have been resolved, and a remarkable improvement in wind-power economics has been made. Since 1981 the cost of wind-generated electricity has dropped nearly an order of magnitude to less than seven cents per kilowatt-hour (for comparison, electricity from a new coal-fired power plant costs about five cents per kilowatt-hour in the U.S.)....

New, sophisticated wind turbine technologies promise further savings

Wind energy is relatively clean, and most of its problems have been solved. Noise was one concern, but modern turbines make little sound beyond the rush of the wind. Steel blades can interfere with television reception, but this has not been a problem with the relatively small Altamont turbines, whose rotors are made mostly of fibreglass or wood and epoxy. At Altamont, bird kills are a possible problem that is being investigated. Perhaps the most serious problem is aesthetic: some people do not want to see windmills on the landscape

U.S. electricity demand could be satisfied by four million 500-kilowatt wind turbines spaced half a kilometre apart over 10 per cent of the U.S. where wind is favourable.

Carl J. Weinberg and Robert H. Williams, 'Energy from the Sun', New Scientist Sept 1990, pages 99-100 by nearly a factor of ten, i.e. to one-tenth of what it was.



Now complete this table:

Advantages of wind power	Problems that have mainly been solved	PROBLEMS THAT REMAIN
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	r 	h



Comprehension

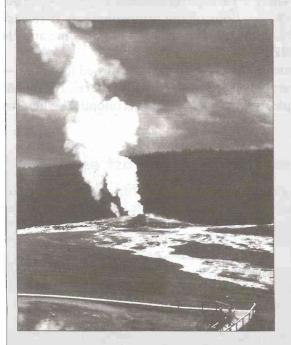
Read Text D and try to appreciate how feasible geothermal energy is. Then answer the questions that follow the text.

TEXT D

Geothermal schemes fall into two broad categories. The first exploits hot, usually salty, water trapped undergroung hundreds of millions of years ago in huge natural reservoirs called aquifers. This hot water can be pumped up from porous rocks several kilometres below the

surface and be used to make steam to turn

turbines and so generate electricity.



The second type of geothermal scheme relies on hot dry rocks. Normally, the temperature rises by about 20 °C for every kilometre below the earth's surface. But in some places it rises much more, by 36 °C, for example. In a hot rocks scheme, water is pumped at high pressure from the surface down a borehole and heated to more than 100 °C as it passes through cracks forced open in the rock. The water remains liquid because it is kept at high pressure. It is forced back up a second borehole to the surface, where, as steam, it can be used to power turbines.

There are technical problems associated with geothermal energy. In early hot rocks experiments 70 % of the water disappeared into the rocks. Eventually, the water loss was reduced to 20 %. However, the temperature

of the water coming to the surface also fell: from 70 °C to 45 °C over a five-year period. In the USA, the geysers of northern California, the world's largest geothermal field, are quite literally running out of steam. After \$3.5bn of investment, they now supply about 6 % of the state's electricity, but this is well below the figure promised. It is too early to say whether geothermal energy will ever make an important contribution to the world's energy supply.

- 1 In one sentence sum up the two kinds of geothermal scheme, showing the differences between them.
- 2 What is the normal temperature at a depth of five kilometres below the surface of the earth if the surface temperature is 20 °C?
- 3 What is the minimum number of boreholes for a hot rocks geothermal scheme?
- 4 In one sentence sum up the main technical problems associated with hot rocks schemes.
- 5 Is California likely to generate more or less electricity geothermally? Give reasons for your answer.



Listening comprehension

Listen to this radio interview with an expert on biofuels. Then complete the summary that follows it.

Choose one of these expressions for each gap to complete this summary:

Africa and Asia, burnt, carbon dioxide, cheap, clean, crops, decline, disease, electricity, elephant grass, exchange, fertiliser, gas, jobs, power, stations, 20.

Biofuels can either be burnt in 10 megawatt (13 —) stations or turned into (14 —) first. Then the gas is used in small one-megawatt power (15 —) at village level. Although it is not as (16 —) as fossil fuels at present, elephant grass may become economical when reserves of fossil fuels (17 —).

Project task 2

Writing a compare and contrast essay.

Write an essay comparing the feasibility of different sources of energy. Consider the advantages and disadvantages of sunlight, wind power, biofuels and geothermal energy, comparing them with each other and with fossil fuels. You may also include nuclear and hydroelectric power in your essay. For each source of energy, review some of those aspects and any others you wish to discuss:

- cost
- environmental impact
- reserves (especially of fossil fuels)
- renewability
- technological difficulties
- economic benefits.

Make a plan for your essay. Use this basic framework:

1 INTRODUCTION

If relevant, refer to the cost of imported fuel or the need not to be dependent on one source of fuel or a recent rise in the price of electricity or the possibility of the world running short of fossil fuels and the need to consider alternatives.

2 MAIN BODY

Discuss the different sources of energy. You can either deal with each source in turn or deal with each aspect (cost, environmental impact, etc.) in turn. You must decide what approach to use before you start to write your essay.

3 CONCLUSION

Look to the future. Say what you think is likely to happen.

Useful expressions for your essay:

GENERAL COMPARISONS:

comparative and superlative forms of adjectives
 Ex: cleaner than more expensive than the most expensive

- not as . (adj:) ... as ...

SIMILARITIES

- Both ... and .. have the same ...
- ... and ... are similar in thatthey ...
- ... is similar to... in that...
- Like..., ...
- some connectives that express addition: too also

DIFFERENCES

- unlike.....
- Alternative sources of energy are all renewable, whereas fossil fuels will run out one day
- Although... has many advantages, it is, nevertheless more expensive than ...
- words that express contrast, e.g. however but

CHECK 3.1 is for your third Project task (holding a radio discussion).

CHECK 3.1

Pronunciation: The consonant cluster | sp |

Practise saying /sp/ in the middle of a word where it is probably easier to pronounce the two sounds together:

whisper, gospel, aspect, display, despair, inspection, despise, dispensary, respect, responsible, perspective, perspire, inspiration.

Can you spell 'spinach'? Speed, sprint and sparkle.

The spokesperson made a splendid speech.

She's a spectacular sportswoman.

The spy sprang from the spacecraft and sprinted away.

Practise saying /sp/ at the end of a word. Can you find the missing letter in each phrase?

He speaks with a I_sp. I like nice cr_sp chips.

I was stung by a w_sp. She gr_sped my hand firmly.

'Help' the drowing person g_sped.

Project task 3

A radio discussion

Prepare and then hold a discussion on this topic: 'Which new source of energy would you choose for your area and why?'

- Assign roles: the programme presenter and a person to be the main speaker in support of each source of energy.
- As you speak, remember to relate your points to the situation in your area.
- The presenter should introduce the topic and the main speakers and briefly sum up a few main points at the end.

TOURISM

PROJECT

Project tasks To produce background information for community leaders attending a conference entitled 'Tourism - do we need more here?'

- 1 A list of tourist attractions
- 2 An introduction to a travel brochure
- 3 A letter to a minister

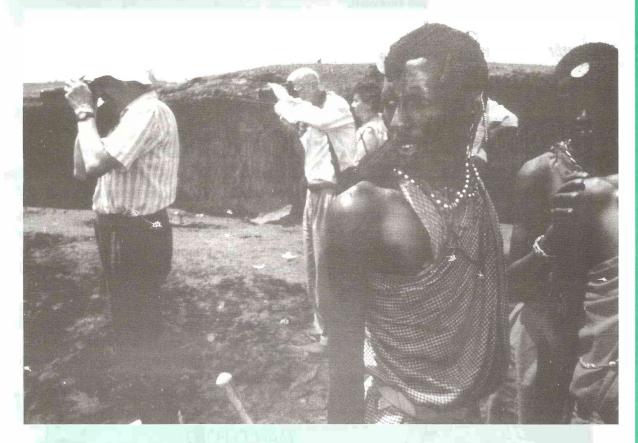
WARM-UP



Skeleton dialogue

a

Study the picture, answer the questions and then hold a discussion based on the skeleton dialogue.



Why are the tourists there? What are they thinking? What do the villagers think of them? Read the outline of the conversation printed below. Then assign roles in pairs or groups. After that, hold the conversation. If you work in pairs, one person can be a tour operator (a person who arranges for tourists to visit a place) and the other a community leader. If you work in groups, you could add a hotel manager, a tour guide, a teacher, a women's leader, a youth leader and a traders' representative.

Tour operator We want to increase tourism in this area. We think it will be good for us

and good for you.

Community leader Yes, but ... [asks what benefits there will be for his community].

Tour operator [Mentions jobs, e.g. working in hotels, making and selling traditional

craft objects, working in garages, as drivers, etc.]

Community leader [Says tourism makes people turn away from traditional jobs, like farming.]

Tour operator [Says more food production will be needed, and therefore more farming.

Mentions other benefits: roads, telephones, electricity.]

Community leader [This will bring outsiders into the community, e.g. thieves, prostitutes

and will upset traditional ways of life.]

Tour operator [When the standard of living improves, some old ways have to change,

but good traditions can remain.]

Add any other points that are relevant.



Comprehension

Study this text and answer the questions on page 149.

The Orient Advantage:

10% EARLY BOOKING DISCOUNT

25% SINGLE SUPPLEMENT

FREE'
REGIONAL
CONNECTIONS

AIRFARE FULL-DAY SAFARI

INCLUDED

RETURN

AFRICA & INDIA

Kenya to Bombay

Two 19-day cruise *-tours from only £2,750 departing November 1 & 2

For those with a true wanderlust*, the insatiable desire to see the world in all its great variety, there are certain travel experiences that are essential. One is to stand before the Taj Mahal. Another is to go on a safari through the vast game reserves of Kenya. The Marco Polo delivers both of these experiences on this fascinating 19-day cruise-tour, and calls on exquisite Indian Ocean islands in between.

Ports of call include Zanzibar, former pirate haunt. The Seychelles and Maldive islands with their stunning beaches and brilliant flora and fauna. The fascinating India port of Cochin, Goa and bustling Bombay.

You'll enjoy a full-day safari to Tsavo National Park, plus a three-night hotel stay with sightseeing in Delhi and a full-day excursion to Agra to see the Taj Mahal.

24-hour brochure line 0476 78747

For reservation, call your travel agent or 071-409 2500

MARCO POLO

A NEW ERA IN THE WORLD OF CRUSING



· A cruise is luxury travel on a liner or passenger ship: - Desire to travel.

- 1 What is this text? (Is it an article, a cartoon, a letter?)
- 2 What does the animal symbolise?
- 3 Why is the ship illustrated?
- 4 What sort of tourists is this text intended to appeal to? Answer in terms of:
 - a) wealth (£2,750 is about \$4,500 U.S.)
 - b) degree of comfort required
 - c) amount of adventure
 - d) age group.
- 5 Using your own words, list the features of a holiday that this text promises.
- 6 Show that you can understand the shorthand language of this advertisement by choosing one of these expressions for each gap in these sentences:

between, for, includes, is, in, of, there is.

- c) Connections are free, that is, there is no charge for travel (—) places (———) a region.
- d) The price (———) a return airfare.
- e) A full day safari (------) included.

CHECKS 1.1-1.4 are for your first Project task (making a that of country and



Vocabulary: Tourism 1



Match each word with its meaning.

WORDS

- 1 excursion / outing
- 2 cruise
- 3 safari
- 4 expedition
- 5 voyage
- 6 trip
- 7 flight
- 8 tour

MEANINGS

- a a journey to a place, often brief
- b an expedition to see, photograph or hunt wild animals. It may include sleeping in a tent.
- c a holiday based on a ship
- d a short tourist journey to a place of interest and back
- e an organised holiday or visit around a place of interest
- f a journey to a remote place requiring special preparations
- g a long journey by sea
- h a journey in an aircraft

Match each word with its meaning.

WORDS

- 1 view
- 2 scenery
- 3 landscape
- 4 sightseeing
- 5 panorama

MEANINGS

- a a particularly fine and broad view
- b the activity of visiting places of tourist interest
- c a view of a large area of countryside
- d natural features in the countryside
- e what you can see from a particular place

Choose one of these words for each gap in the following conversation:

excursion, sightseeing, trip, flight, scenery, view.

Hotel manager (to guests arriving from the airport) Welcome to the Hotel Atlantico. Did you

have a good (1 - - -)?

Tourist Yes, thank you. This hotel is in a magnificent position. What a fine

(2 —) you have from here! I love the tall trees and the mountains. It is

really wonderful (3 ——).

Hotel manager You'll have a chance to see more of it tomorrow if you want. There's an

(4 —) to a famous waterfall. Alternatively, you can take a (5 —) into the city and visit the cathedral, the castle and the National Assembly.

Tourist Thank you, but I think we'll rest tomorrow and leave (6 ——) until the day

after.



Scanning

Read the following text to find out what things interest tourists. Make a list of them.

TEXT A

A week in Sierra Leone

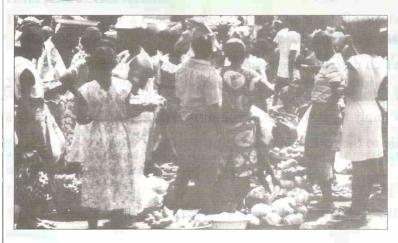
WAS THIS JOURNEY REALLY NECESSARY?

Was it even wise? It was thrilling, let me tell you. In a week, Sierra Leone worked some powerful and beneficial magic on me. I still wake up at night imagining I am swimming again towards the empty palm-fringed beach at Kun Kun, through waves warmer than the water that occasionally

splutters from the taps of an \$80-a-night hotel in Freetown.

I see myself hurtling upcountry in a Jeep through an emerald forest of banana, eucalyptus, frangipani trees, paying no attention to the pot-holes on the dusty laterite roads. This is a country of extreme beauty where flowers flourish even after five dry months, and forested mountains sweep right down to the sea.

Why has so little been written about the people: handsome, friendly and funny? Krio, the language of the freed Creole slaves who settled in Sierra Leone in 1787, has something to do with the appeal. 'How di body?' the customary greeting runs, to which you reply: 'Body good'. You are a wetman.



It is mainly around Freetown that the Krios live, together with a few 18th-century Creole houses in an advanced state of decay. You have to travel east and south to immerse yourself in Sierra Leone's two other main tribes, the Temne and the Mende. Yet chaotic, steamy Freetown, bursting with new arrivals, is as good a place as any to observe the ethnic mix. Everywhere there are traders, many of them Temne from upcountry trying to make a few leone selling baskets, buckets, cut-up oranges, anything. 'They see white colour, they charge heavy,' somebody warns.

The frenzy of Freetown is easy to escape. A few tourist hotels are clumped together at Aberdeen near Lumley Beach, linked to the airport with a new 20-minute, \$50-return hovercraft service. At Lumley you can play holiday-maker, buying a necklace made of coffee beans for less than the cost of a cup of coffee at home, and letting the warm West African waves wash around you.

Some visitors never get beyond The Venue on the beach, where grilled barracuda and Star beer cost half nothing. But to savour the country fully you have to go further. Perhaps to Goderich, where the fishing boats come in, landing a glistening sea harvest, or the wilder landscape of Banana Island.

It may be here, on the battered fishing boats, that the Sierra Leonean talent for slogans first makes its impact. 'To Be a Man is not Easy', you will see more than once, along with 'God Save the Travel' or 'Poor no Good, God Sorry for We'. Up-country on the poda-podas - open-sided trucks crammed with human beings, luggage and the occasional bit of livestock - it reaches its height. 'Master Greeting' is emblazoned across one, 'Don't Surprise' is on the rear of another, and across the bonnet of a vehicle in the ditch you can still just about read 'God is the Driver'.

In Bo, the biggest Mende town, I checked into a hotel that was reckoned by a local friend to be a pretty classy place. It had airconditioning and a bathroom and cost about £8 a night. The only trouble was that three or four power cuts soon raised the

night-time temperature, and the bathroom, though fully equipped, had no running water. The strangest thing of all is that I did not care. Sierra Leonean *laissez-faire* is wonderfully contagious. 'How for do?' you murmur in Krio and shrug your shoulders.

Soon Sierra Leone will have a significant new business: tourism. With European Community support, the government appointed a tourist board with a three-year plan for controlled growth. 'Sierra Leone has the product,' said Jim Flannery, tourism adviser. 'The best beaches in Africa backed by lush green forests. It's exotic yet only six hours from Europe. The people are genuinely friendly, the language is English and the sea is unbelievably clean.'

Weighed against these advantages, the inconvenience of power cuts and dead telephones and unreliable plumbing he viewed as minor problems that would eventually be solved and which, in the meantime, need not deter the intelligent, adventurous traveller.

Undoubtedly he is right about the pros outweighing the cons, I hope he is also right about the gradual pace of tourist development. Sierra Leone needs to keep some raw edges, to let its visitors explore landscapes where large black pigs wander freely between pastel-coloured houses fragrant with cooking smells.

If I could, I would go back tomorrow. I pray it does not change too much.

Mary Dowey, Independent, 15.8.92



Comprehension

Read Text A again and answer these questions.

- 1 Pick out the words which describe Freetown. What impression do they convey?
- 2 Explain the meaning of 'They see white colour, they charge heavy.' Is this a warning?
- 3 What does the writer imply by asking the question 'Why has so little?' (Paragraph 3)
- 4 Is the writer's attitude to Sierra Leone positive or negative? Quote words to justify your answer.
- 5 What does 'half nothing' mean?
- 6 a) What things could possibly inconvenience the writer?
 - b) Does she mind?
 - c) Why or why not?
- 7 From whose point of view is this text written?
- 8 What might a Sierra Leonean with a very low income think of the last sentence?



Communication: Giving details



A clause with a present participle can be used to give details. Here is an example:

'I'll buy your old bicycle,' the man said, holding out his hand and smiling. Quote an example from the text giving details of what holidaymakers do on a beach.

Each sentence below can be continued by adding three details using present participles. With your partner, choose the appropriate details for each sentence and work out the best order to say them in.

SENTENCES

- 1 The taxi driver went as fast as he could
- 2 The dancer imitated the planting of maize
- 3 We visited the Isle of Gorée

DETAILS

- meditating in silence at the Maison des esclaves.
- hardly pausing at crossroads.
- throwing the seed in the hole.
- overtaking every vehicle in front of us.
- strolling through the beautiful streets.
- making a hole for the seed with his heel.
- narrowly missing half a dozen pedestrians.
- climbing up to the hill-top forts.
- using the other foot to cover the seed.

- Write part of two letters.
 - 1 Imagine you are a tourist writing a letter home. Tell your family you visited a local market and mention three things you did there, using present participles. Possible verbs: stroll, bargain, admire, photograph, enjoy.
 - 2 What would you do if you spent a day relaxing on a beach, having a quiet day at home or enjoying a public holiday or a day off school? Tell a friend in a letter, using present participles. Start 'I would like to relax on the beach...'.
- You can start a sentence with a clause containing a present participle for an event that happened before the one in the main clause.

Ex: Switching on our torches we walked into the dark forest.

A clause with a present participle can be used to give a *cause* or *reason* for the action in the main clause.

Ex: Being strangers in the town we asked someone where the Post Office was.

Complete each sentence with a participial clause expressing the reason given. The first one is done for you as an example below the table. You may start sentences with the reason clause if it sounds more natural to do so.

ACTION

- 1 I bought a lottery ticket ...
- 2 My mother cooked roast beef for us ...
- 3 We started to run ...
- 4 My uncle put an extra lock on the door
- 5 We looked for a cheap place to eat ...
- 6 I helped the old lady cross the road ...

REASON

- a I hoped to win a large sum of money.
- b She knew it was our favourite food.
- c We were late for the train. (Use 'being'.)
- d He was very afraid of thieves.
- e We didn't have much money. (Use not before the participle.)
- f I saw that she was afraid of the traffic.

Ex: I bought a lottery ticket, hoping to win a large sum of money.



Project task i

Make a list of the tourist attractions in your country, writing a few sentences to describe each.

CHECK 2.1 is for your second Project task (writing an introduction to a travel / holiday brochure).

CHECK 2.1

Vocabulary: Tourism 2

The paragraphs below are from a travel brochure. Choose from these words to complete the gaps in them: destination, tourists, craft, offer, hoteliers, excursion, reserves, standards, unsophisticated, supply, resorts, hospitality, flying, area, programme.

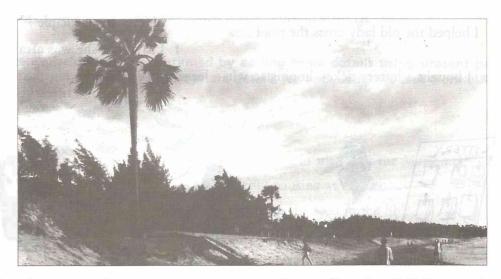
Known as the smiling coast, The Gambia has so much to (1 - - -) all year round from its (2 - - -) charm, miles of deserted, palm-fringed beaches, spacious tropical gardens and nature (3 - - -) to quality hotels, (4 - - -), markets, interesting excursions and some of the most friendly people on earth.

The Ministry of Tourism controls the licensing of taxis and stalls and inspects hotels to ensure (5 ——) are maintained.

As part of an ongoing (9 ——) of investment by both (10 ——) and Government, the problems of cuts in the (11 ——) of water and electricity have been tackled through back-up generators and larger water tanks and cuts in supply are now rare.

Under 6 hours (12 ——) time from London, The Gambia truly offers an exciting (13 ——) and warm (14 ——) to those looking for a real alternative to the (15 ——) of Europe, but at comparable prices.

'The Gambia Experience'

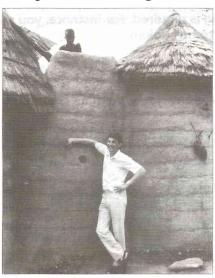


Project task 2

Write an introduction to a travel brochure, presenting your country to a foreign visitor.

CHECKS 3.1-3.2 are for your third Project task (writing a letter to a minister).

Study skill: Making notes on a discussion



Listen to the discussion about increasing tourism in a particular country and make a set of notes listing its advantages and disadvantages.



Pronunciation: The vowel sounds $/\Lambda/$, /D/, /D: /, as in cut, cot, caught

- Practise saying these sentences, distinguishing clearly between the vowel sounds:
 - 1 We had a lot of sunshine.
 - 2 She caught the ball.
 - 3 He dropped the cup.
- 4 I know a short cut to the shops.
- 5 Have you got enough hot water?
- b How many different ways can you spell the sound / ɔː/ in English? Complete the words with gaps in these sentences to find some of them. Can you think of any others?

 - He f_ght like a tiger.
 This is my d_ghter.
 There's an ancient f_t on the coast.
 We are _ll hungry.
 - 3 He lives abrand somewhere.
- C How many ways can you spell the sound $/\Lambda/?$ Complete these words to find some of them: f-n, en..gh, c.me.

Project Write a letter to the appropriate minister, urging him to increase or reduce the numbers of foreign tourists visiting your country.

Exam Preparation 2 Writing and Communication

Writing

Read the instructions and decide what kind of writing is required. For instance, you may have to write continuous prose, a letter or even English to be spoken.

Continuous prose

Consider when you will need to write in the following ways. Sometimes a piece of writing includes two or more of these elements:

- Narrative e.g. short story, a report of an accident or other event, an incident in your life, a visit, a ceremony you witnessed, a sporting event etc.
 - You will probably need: past tenses, adverbial expressions of time, chronological order.
- Description e.g. of people, places, processes.
 - You will probably need: present simple, perhaps the passive voice. Work out the order in which you will cover each aspect of what you are describing.
- Argument e.g. if your opinion has been asked for, if you have to justify your point of view, weigh up advantages and disadvantages and come to a conclusion.
 - You will need language for signalling contrasts (although, but, however, on the
 other hand etc.). You will need to work out very carefully how you will group
 points together and the order in which you will present them.
- Article e.g. for your school magazine, for a newspaper.
 - You will need to think carefully of your readers. Say what will interest them. Illustrate points using examples they are familiar with.

B Letters

- Set them out appropriately.
- Use an appropriate style:
 - for close relatives and friends, use an informal style.
 - for business letters, letters of application and letters to the press, avoid colloquial expressions. Be natural, avoid pompous language.

Spoken English

- If you have to write a speech or short talk, choose a style appropriate to the occasion and your audience. Use short sentences rather than long ones because these are normal when people speak.
- If you have to write a conversation, make the language natural and suited to each of the speakers. Colloquial language is appropriate. Complete sentences are not always necessary.

For all writing

- Work out how to combine some or all of the information provided on the question paper with your own ideas.
- Make a plan. The plan may exist only in your head or you may be able to jot down a few ideas in a suitable order. Whichever you do, it is essential to devote some time to working out how you will organise the ideas in your piece of writing. A good general guide is to have an INTRODUCTION, MAIN BODY, and CONCLUSION and to decide what you will include in each part *before* you start writing.
- Write good paragraphs. Start them with a topic sentence where possible. Have only one controlling idea in a paragraph to give it unity. Ruthlessly exclude irrelevant points.
- Use connectors, i.e. words and phrases that link your ideas and show how they are related. In addition, again, also, furthermore, too, another... show you are adding a new idea to a previous one. As a result, consequently, so show result. Because (of), since, as show cause. These are just some of the ways of linking ideas.
- Don't repeat points.
- Pay attention to the instructions: don't write too much or too little.
- Allow a few minutes to read through your work after finishing it. As you do so, check your spelling, grammar and punctuation.

Ex: As you answer these questions, note which form of writing each one requires.

- 1 You work in a shop opposite a bank. One day you witnessed a robbery at the bank. Write a statement for the police stating what you saw. Say when the robbery took place, what you were doing at the time and exactly where you were. Mention all the events you saw. Say what each robber did, what weapons they had. Describe the robbers and their car. Give as many details as you can, including such things as the height, build and appearance of each robber, their voices, what they said, their clothes and the make, colour, number plate, approximate age and condition of their car.
- 2 Your foreign pen friend has told you that his / her fellow students are very interested in your traditional food and suggests that you write an article about a given dish saying on what occasion the dish is eaten, what the ingredients are and how it is prepared and by whom
- 3 You have just been released after being kidnapped. A ransom was paid. The police failed to catch your kidnappers. To help the police trace them, write a description of the place where you were held, of your journey to and from it and of the men themselves. You were blindfolded only when travelling.
- 4 Write a short talk which you will give to a group of foreign students who have arrived to spend two weeks joining in the life of your school. Explain one aspect of school life to them. For example, as a senior student responsible for sport, you could welcome them, tell them what sports are played in your school, what the sporting facilities are and what matches and other activities have been arranged during their stay.
- 5 You have recently stayed with a friend who lives far away from you. Write a thank-you letter to your friend's parents. Say what you have enjoyed most about your stay. Say that you and your parents would be happy to have your friend to stay with you in return. Say what the two of you could do together in your area.
- 6 You are visiting a city where English is spoken and you are walking back to your accommodation very late at 2 a.m. You are carrying a suitcase. Four men form a line across the road behind you and you are aware that you are being followed. Realising it is useless to run away, you stop and ask them what they want. They say they are plain clothes policemen investigating armed robberies in the area. Write your conversation with them. In the course of it you ask them to prove their identities and they ask you to explain what you are doing in the street so late at night with your suitcase.
- 7 Write an article for the students' magazine of a school in a foreign country, describing the steps followed by a young man who wants to marry a young woman. Mention his proposal of marriage, meetings, discussions and exchanges of gifts between the two families and how the marriage ceremony itself is arranged.
- 8 You live in a medium-sized town beside a main road that links two large cities. The main road goes through the middle of your town, but it is not straight and there are many traffic lights, crossroads and roundabouts. These slow the traffic down and cause congestion and there are frequent accidents. Some people have suggested building a bypass. Write an article for your local newspaper arguing either in favour of a bypass or against it. If you are a parent with small children you may favour the bypass because they will be safer, but if you own a garage or restaurant, you may fear that you will lose valuable trade.

Communication

This section, sometimes called Language, or Language in use, includes vocabulary, functions and structures. Study the question types which are explained below.

A Replacement

Ex: Replace the words listed below with the appropriate words contained in the passage without changing the meaning.

requirements

abundant

work

use up

obtained

MORE THAN half the world's human population eats too little. In developed countries people tend to eat too much for their needs. They find that food is plentiful and modern technology means that what used to involve heavy manual

labour is now done by someone who sits down and pulls a few levers. You might burn up energy by walking about or cycling. But if you mainly travel by car, you will use up less energy. So what you do will affect your energy needs from

food. Meanwhile the car's energy will probably come from petrol, which is made from the remains of prehistoric life which in turn received its energy from the sun.

Education Guardian 22.9.92

Be careful!

• Context is an essential aid in this type of exercise. For example, 'use up' and 'burn up' do not mean the same in every context, but they do in this context. So you will only find the answer to this sort of question if you pay close attention to what a word means in the context in which it occurs.

B Classification

Ex: Each group of words is related to a particular subject. Write down the subject to which each is connected.

- 1 planting, weeding, fertilising, harvesting
- 2 bus, car, train, ship, plane
- 3 transmitter, news bulletin, radio, programme

Be careful!

• Choose the 'smallest' subject that the words are related to. For example, 'Broadcasting' would be a better answer than 'media' to number 3 above. Media includes books, cinema, newspapers which aren't mentioned. Note that 'television' would not be correct because radio is not part of television.

© Missing words

Ex: In the text which follows, ten words are missing. Decide in each case which word is missing and write it on your answer paper.

The places we visited could (1 ——) reached (2 ——) truck, but at each clinic there (3 ——) families (4 ——) had travelled many kilometres (5 ——) even more remote villages in (6 ——) hope of seeing a doctor. One extended family had travelled for two days in a bullock cart.

Another man (7 ——) packed (8 ——) wife and three young children into a canoe and paddled (9 ——) four days to reach the clinic at Yupakari, (10 ——) village of mud-brick houses with palm thatch roofs.

Anna Pavord, Independent 6.6.94

Help yourself!

If you can't think of the word for a gap at first, read further on, then come back to the gap. The context may help you to find the right word.

1 Multiple choice

Ex: Where there is a choice of words for each gap, write the letter of the correct one on your answer sheet.

Our translator told us the old man (1 - - -) been riding for four days in the hope of a cure (2 - - -) his failing sight. He could not hunt as well (3 - - -) he used to.

1 a had b have c was d has

2 a of b against c for d from

3 a than b as c with d like

Be careful!

Make full use of the context to arrive at the right answer. In particular, notice
whether there is a past or a present sequence of tenses. In the example above told,
could, and used are all past. A past form is needed in answer to question 1.
 So have and has could not be correct.

UNIT

SUCCESS IN BUSINESS

PROJECT

To get to know the business world.

Project tasks

- 1 An oral presentation
- 2 A diary entry
- 3 A business letter

WARM-UP



Discussion

Study the picture and hold a discussion based on the questions below.



What kinds of goods do street vendors sell? How do they set up in business? Do you personally know any people who go around selling things from a basin or a suitcase? Do they have any education or training? How important are other factors like knowing how to do business and being able to speak several languages? What personal qualities are needed?

CHECKS 1.1-1.5 are for your first Project task (oral presentation: describing the growth of a business).



Reading and summary



Read the following text to find out the main steps in Mutangangi Kagotho's business career and the factors that led to his success.

TEXT A

MUTANGANGI KAGOTHO (KENYA)

Local currency: 100 Shillings (Shs) = U.S. \$10.00

Mutangangi Kagotho learnt the art of metal forging before the war from his father who owned a foundry. By the age of 18, he had acquired the basic skills and was able to make various metal implements. His career was interrupted by the Second World War when he was recruited to fight for the British. The war took him to India and Burma before he came back to Kenya when he was 25.

Mutangangi renewed his interest in the forging business as soon as he returned. His total savings were Shs 600 and he invested this sum as follows:

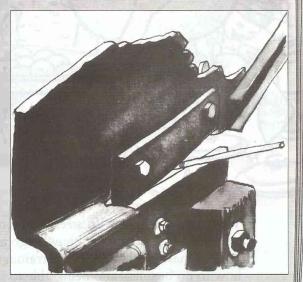
	Shs
Construction of temporary shed	260
Furchase of scrap metal	300
One month's salary for apprentice	40

He fabricated and installed a crude fan from the scrap metal and a discarded bicycle rim. This fan, which he still uses with a few modifications, is revolved by hand at high speed and blows wind into a charcoal fire to generate a very high temperature. Iron rods are then fed into the hot fire; when they are soft they are struck repeatedly with special forging hammers and moulded into various products.

Mutangangi is highly creative. He managed to make three metal-cutting guillotines, two drills and one anvil out of scrap iron, and he has managed to modify every muchine he has to suit his own special requirements. By the time he was 26 he had enough equipment in his workshop to make and sell charcoal burners, water buckets and coffee measuring buckets, and his annual sales for that year amounted to Shs 7,000 while his expenses were Shs 5,400.

Mutangangi ploughed back most of the profits into the business, buying scrap metal, and paying more apprentices, and after ten years he had improved his equipment still further and had added bicycle carriers, road rollers and metal cooking pots to his production.

His sales had increased to Shs 34,000 but, because he had insufficient space to finish his products properly, his profits were only Shs 2,500.



600

In the next ten years, Mutangangi managed to expand the variety of his products and to modify and improve the existing ones. He now made chaff cutters, which are used by farmers to cut maize stalks and hay for feeding animals, and door bolts, v-nails, door handles, water tanks and some simple machine tools.

In 1969 some Ministry of Social Services' officials, on a routine visit to Githiga village, visited the shed used by Mutangangi and were so impressed by his ability that they allotted him a temporary occupation licence on their plot at the market. He immediately built a bigger shed on the plot and employed more apprentice trainees to help him.

During the last eight years he has sold most of his output to the Kenya Farmers' Association and The Agricultural Finance Corporation and to the farming community around Kiambu District. They all agree that Mutangangi's products are more durable than imported ones.

He now employs three qualified craftsmen and engages up to eight apprentices at a time who are paid an allowance during training. However, his business has not been able to satisfy the demand for its products; the rate of production is too low, which is inevitable because of the manual methods employed. In addition, some of the operations such as welding have to be done elsewhere, thus considerably reducing his profit margin.

Mutangangi had no formal education, but he heard about the activities of The Industrial and Commercial Development Corporation which assists capable and aspiring industrialists to establish or expand viable projects. Therefore, when the local council allocated him an industrial plot, he did not hesitate to approach the ICDC for the necessary assistance.

The ICDC realised the potential of Mutangangi's business and offered him a loan of Shs 130,000 to supplement his own savings of Shs 55,000 and to enable him to purchase modern machinery and equipment and erect a shed on his own plot. The loan amount was based on the following requirements:

	Sha
Machinery and equipment	96,000
Installation of electricity and machinery	10,000
Workshop building	35,000
Working capital	44,000
TOTAL requirements	185,000

In carrying out a feasibility study, it was assumed in view of the demand for the products and the expected increase in output as a result of the installation of modern machinery and equipment that the business would perform as follows:

Production and sales per year	Shs
80 chajj cutters @ Shs 1,500 each	120,000
5,000 doz. door bolts @ Shs 40 per doz.	200,000
10,500 door handles @ Shs 4 Each	42,000
8,250 Kg. v-nails @ 4 per kg	33,000
35 machine tools @ Shs 2,000	70,000
70 water tanks @ Shs 1,000 each	70,000
General repair work	30,000
TOTAL	565,000
Expenses per year	Shs
Raw materials	240,000
Wages and salaries	77,000
Water and electricity	24,000
Transport costs	36,000
Advertisements	5,000
Postage and stationery	2,000
Insurance and licences	3,000
Depreciation on machinery @ 121/2 %	12,000
Loan interest @ 91/2%	12,350
Contingencies	40,000
TOTAL	451,350
Profit before tax	113,650
Less tax @ 452	50,000
Net profit	63,650

With a net profit of Shs 63,650 per year Mutangangi should be able to repay the ICDC loan at Shs 26,000 per year and maintain a good surplus which he could reinvest, thus expanding his industry in the future.

Small Enterprises in Developing Countries Malcom Harper and Tan Thiam Soon (IT 1979)



Summarise Mutangangi Kagotho's business career and list the factors, including personal qualities, that made him successful.



Word formation: -ee, -er (sometimes -or)

An employer employs someone.

An employee is employed by someone else.

Give the word for each of the following. It will end in -ee, -er or -or .

- 1 a person who is being trained.
- 2 a person who is training other people.
- 3 a person to whom a letter is addressed.
- 4 a person to whom money is paid.
- 5 a person who donates a gift (five letters).



Vocabulary: Three business activities

Match each activity with its name:

ACTIVITY

- 1 to borrow money
- 2 to collect information in order to decide whether a business plan is likely to succeed
- 3 to use one's profits to increase the size of one's business

NAME

- a to plough back one's profits
- b to take out a loan
- to carry out a feasibility study



Vocabulary: Business

Choose the correct term from the box for each item or group of items listed below as it is used in Text A.

ITEMS

- metal-cutting guillotines
 drills
- 2 spend money on equipment
- 3 chaff cutters, door bolts, door handles, water tanks
- 4 an employee who is learning a trade
- 5 value of goods sold during the year
- 6 sales minus costs (expenses)
- 7 money that has been borrowed
- 8 a skilled worker

TERMS

- a sales (turnover)
- **b** apprentice
- c invest
- **d** profits
- e loan
- f craftsman
- g equipment
- h products



Communication: Reporting progress



a

Read Text A to complete the box with verbs in the past simple or past perfect.

TIME	EVENT
By the age of 18	Mutangangi (1 ——) the basic skills.
When he was 25	he (2 ——) to Kenya.
That same year	he (3 ——) 600 shillings in his business.
By the time he was 36	he (4 ——) his equipment and (5 ——) other products to the ones he already had.
Every year	products to the ones he already had.
to a temperated in particular should	he (6 ——) most of his profits into the business.

Complete each rule with one of these tense names: past perfect, past simple, past perfect continuous.

- 1 To report an event, use the (——).

 Ex: Mutangangi learnt metal forging from his father.
- 2 To look back from a past time to an earlier event, use the (——). Ex: By the time he was 36 his sales had increased to Shs 34,000.
- 3 To look back from a past time to an activity that started earlier and was still going on, use the (_____).
 - Ex: By the age of 36 he had been running his own business for 11 years.

In pairs, talk about the career of Agnès as shown in this table. You may add your own ideas. Use appropriate past tenses. For example:

When she was 22, she had a baby.

By the age of 14 she had completed eight years of education.

By 17 she had been training for one year.

LIFE AND CAREER OF AGNES		
AGE	EVENT OF THE CONTROL	
6	went to school	
14	moved house, new school	
16	left school	
16	started training as a dressmaker	
19	got married	
21	set up her own business as a dressmaker	
22	had a baby boy was a second as the second as	
23	took on two apprentices and the second secon	
25	Now has 6 apprentices, 7 sewing machines, moved to a bigger workshop	

In pairs, make up a table about the life and career of a young man and discuss it.



Oral presentation.

- a) Give a detailed description of how a business you are familiar with grew from a small beginning.
- b) Describe how a business you might start could develop.

CHECKS 2.1 - 2.4 are for your second Project task (a diary entry).



Summary

List the qualities needed for business success that are mentioned in Text B.

TEXT B

STARTING YOUR OWN BUSINESS

FINDING THE BEST WAY FORWARD

There is no doubt that being your own boss can be rewarding – in terms of personal satisfaction as well as money. That's why 'I am going to run my own business' is one of the most exciting statements anyone can make.

But to succeed, a new business needs more than enthusiasm and a little good fortune. Objective advice and the ability to plan ahead are equally essential.

Even in uncertain times, by starting up in the right way you can make all the difference to the end result.

To begin with, may we suggest putting your first thoughts to the test. The list of topics that follows includes the kind of questions you need to ask yourself.

ARE YOU RIGHT FOR THE BUSINESS?

Nothing personal. But if you've never run your own business before, you'll find it very different from working for somebody else. You will be responsible for making every decision, even if you have friends, family or colleagues to talk things over with.

Have you the mental strength to see it through?

■ You will need to be a self-starter, self-disciplined and self-motivating, able to thrive despite uncertainty, willing to stick at any job until it's done.

What about your physical stamina?

Expect to put in long hours, do without holidays, even to work through minor illnesses.

Do you have the right business skills?

Although many successful new businesses are started by people with experience in a specialist area or a natural gift for making sales, running a business calls for many other skills as well. You – or the people who'll be working with you – will need clerical and book-keeping experience and negotiating ability (for example, when chasing debts owed to you or discussing credit terms with suppliers).

You will also need the financial ability to estimate the cost of running your business, to minimise the gaps between money coming in and having to be paid out, and how best to make sure you are paid on time. As your business grows, you may need to recruit and motivate other people.

How important is your family to you?

■ You will certainly need the support and understanding of your family; the demands of running a business can have a serious impact on even the closest relationships. Leisure will also have to take second place. Have you discussed these potential problems with those who matter to you most? Commitment is no guarantee of success, but you cannot expect to do well without it.

Are you going into business with someone else?

Can you be sure that all concerned will be equally dedicated? The same pressures that may affect a family can have an impact on friendship, too.

HOW GOOD IS YOUR BUSINESS IDEA?

The most popular reason for running your own business is that you have always wanted to. But this is also the one that is least likely to lead to success.

The best reason is that you know there really is a market for the product or service you have in mind. Thinking your idea through and conducting thorough market research prior to starting your business will help you decide if you are on the right lines.

Who will you be competing against?

Business is about competition. So you need to know who your competitors are. Market research is essential in this respect. Look through the telephone directory or trade magazines to take a closer look at some local competitors. In this way you can find out how close your idea is to those existing already. Ask your future competitors for leaflets about themselves and price lists to see how much they are charging.

Have you identified your future customers?

Without a market you're not in business. You will have to decide whether your customers will be other businesses or private consumers, and if you should sell to them direct or through distributors.

How many potential customers are there for your service? Realistically, how many will want to buy at the price you need to set in order to make a profit? Naturally, it's important to set the right price: too cheap is as much an error as too expensive. Ensuring there is a market for your product through research (of any kind) is also key to the success of any business.

Starting Your Own Business, Lloyds Bank



Vocabulary: Your own business

a

Match each expression with its meaning.

EXPRESSIONS

- 1 charge
- 2 clerical
- 3 customers
- 4 suppliers
- 5 market
- 6 book-keeping
- 7 credit
- 8 competitors
- 9 thrive
- 10 start up
- 11 market research

MEANINGS

- a ask for payment
- b paying for goods weeks or months after receiving them
- c keeping financial accounts
- d rival businesses
- e secretarial
- f finding out if enough people will buy a product at a sufficient price
- g people you sell things to
- h people who provide goods
- i begin
- i the number of people who may want to buy certain products
- k do well, be successful

b

Choose one of the expressions from the above list for each gap in this conversation.

Jeanne I want to (1 ——) a business selling and repairing electrical goods.

Paul Not here, I hope! Look! There are five shops selling electrical goods already. With five (2 ——) in a small town like this, you won't have enough (3 ——). The (4 ——) just isn't big enough.

Jeanne Have you seen the prices they (5 ——)? I've done a bit of (6 ——) and I know I can charge half what they do and still have a business that will (7 ——).

Paul But how will you find the money to buy all your stock? Borrowing money is expensive.

Jeanne I've spoken to several (8 ——) and they will give me (9 ——) terms: I won't have to pay them until my customers pay me.

Paul You'll need someone to keep your accounts for you.

Jeanne I'll do the (10 ——) myself. I just need someone to send letters, file documents and do the other (11 ——) work.

Paul I'll help with that!

Jeanne . But you don't believe my business will succeed!





Vocabulary: Phrasal verbs

Study Text B to decide which of the following words to choose for each gap in this conversation:

at, for, in, out, through, to, without.

Daughter I've decided to study to become a veterinary surgeon. Vets are always needed.

Father You know it's a very long course – at least seven years. Are you going to stick

(2 ——) it and put (3 ——) the long hours of work that will be needed?

Daughter Yes. Look (4 ——) my past record! I've always worked hard, haven't I? Once I've

started on my veterinary course I'll see it (5 ——).

Father Yes. But have you considered other courses? I think you ought to find (6 ——)

what professions they prepare you for. A degree in law, for example, can lead

(7 - - -) a career in politics.

Daughter But I'm not interested in politics!

Father Caring for animals is heavy work, you know. It calls (8 ——) great strength. Are

you really up to it?

Daughter You think it's a job for men only and that women can't do it, don't you?





Communication: Describing an activity



Running a business is an activity. These three words constitute a participial phrase. To describe this activity, Text B uses this sentence: Running a business calls for many skills.

Quote two more sentences in Text B which have a participial phrase as their subject.

In pairs discuss each of the activities illustrated on page 170. Either use a suitable adjective (dangerous, difficult, highly-skilled etc.) to describe each kind of work or say what qualities each activity calls for / needs / requires. For example, an activity may call for great skill, quick reactions, courage, determination, patience, a sense of shape and colour, originality, honesty, artistic talent, a knowledge of ... (e.g. mathematics, computing), ability to make quick calculations etc.



Mrs Dolu is operating a crane.



Damon Hill is driving a car.



Paul designs clothes.



Mr Kitan is a successful bank Mr Obi is a good teacher. manager.





Mrs Gondo looks after her family well.

Ex: Looking after a family well requires a lot of hard work.

A diary entry

Look at your list of the qualities needed for business success. How would you succeed as a business man or woman? Write a diary entry giving your assessment.

CHECK 3.1 is for your third Project task (writing a business letter).



Listening comprehension

Mr Michel Gnazalé, who is about to open a clothes shop, sees the advertisement below in a magazine and rings Mr Onaja to ask for a catalogue. Listen to their telephone conversation twice. Then choose a word for each gap in the version of their conversation printed below.

SCOTTS FASHIONS Fashionable clothes at bargain prices!! Order your catalogue now. Ring: Patrice Onaja on 04 26 17 90

Receptionist Scotts Fashions, good morning.

Mr Gnazalé Hello. My name's Michel Gnazalé. Could you put me (1 ——) to Mr Patrice

Onaja, please?

Receptionist Could you hold (2 ——) a moment, please, Mr Gnazale?

Mr Onaja Hello, Patrice Onaja speaking. (3 ——) can I help you, Mr Gnazalé?

Mr Gnazalé I'm (4 ----) to open a shop selling men's and women's clothes and would like

to receive a copy of your catalogue, please.

Mr Onaja Certainly, Mr Gnazalé. Could I take (5 ——) your address, please?

Mr Gnazale Yes, it's number 54. rue Fleming. (6 ——) the next few years I plan to open

more shops in other cities and large towns. So I expect to make larger orders

in (7 - - - -). I'll be looking for a competitive (8 - - - -).

Mr Onaja I very much hope that we will be able to do business with you, Mr Gnazalé, and

I hope it will be on a regular (9 - - -). We will do our utmost to give you every satisfaction. In the meantime, I will (10 - - -) a catalogue in the post for

you today.

Project task 3

Imagine you are Mr Gnazalé and have received the following letter. Reply to it.

Tel: Fax:

SCOTTS FASHIONS

Mr Michel Gnazalé 54, rue Fleming Kalidougou 26, rue Pierre et Marie Curie Micouba

5 June 1995

Your ref Our ref PO/AM/I

Dear Mr Gnazalé,

Scott's 1995 Fashion Catalogue

Thank you for asking for our current catalogue when we spoke on the telephone this morning. I have pleasure in enclosing a copy.

If you need any further information, please don't hesitate to ask us.

We look forward to hearing from you.

Yours sincerely,

Patrice Onaja Sales Manager

Enc: Scott's 1995 Fashion Catalogue

- Layout. Use Mr Onaja's letter as a model.
- References. Include Mr Onaja's and add your own.
- Date. Include the date.
- Make these points, with a separate paragraph for each.
- 1 Thank him for the catalogue.
- 2 Ask if he can give you a discount for large and regular orders.
- 3 Ask if he can deliver the quantities you need by a certain date (specific details).
- 4 Say you hope to place a large order if you receive a favourable reply.

EDUCATION

PROJECT

Project tasks To draw up a proposal for a new school in your community, in the form of a speech to be made at a public meeting.

- 1 A debate
- 2 A letter to a school magazine
- 3 A speech
- 4 A role-play

WARM-UP



Discussion in groups

Study the picture and hold a discussion based on the questions below.





- 1 What is the purpose of education?
- 2 Should boys and girls receive the same education? Justify your opinion.
- 3 What subjects should receive most time and emphasis?
- 4 Rank the following four aspects of education in order of importance: academic, vocational, physical, moral. Justify your ranking.

CHECKS 1.1 - 1.4 are for your first Project task (conducting a debate on education).



Listening and making notes

Make notes as you listen to this discussion from a video programme. It was made just before South Africa became a free country with equal rights for all its citizens in April 1994. What made the existence of the school possible? What made it successful?





Vocabulary: Phrasal verbs

Listen again to the discussion in Check 1.1. When you hear these verbs, write down the prepositions or adverbs that follow them:

give, get, turn, hand, carry.

Denise What are you doing on this building site, Anna? Why aren't you in your office?

Anna I've given (1 ——) my job. As you can see, we're all getting (2 ——) (3 ——) our building work.

Denise What are you building?

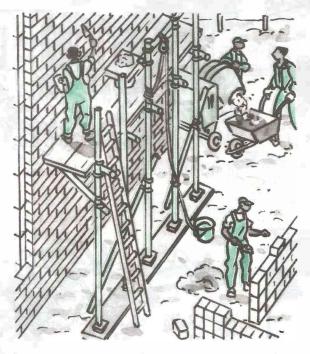
Anna We're turning these old houses (4 ——) a canning factory. The former owner considered the buildings worthless and handed them (5 ——) to us for a very small sum.

Denise Do you pay these people to work?

Anna No. We're a cooperative. Every member who is able to spare the time simply turns (6 -) and we all carry (7 -) with the work.

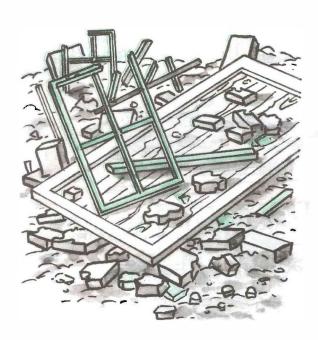


Choose the correct word or phrase from those in the box to name what you can see in each picture on this page and the next. To help you, each picture has a description:



A place where a building is being put up or is to be put up.

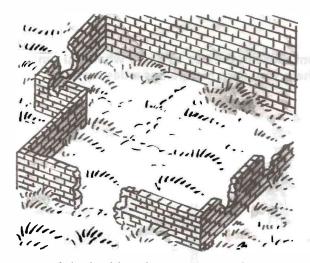
WORDS AND PHRASES
discarded junk
demolition
a building site
a derelict building
recycling
rubble
a dilapidated building
a ruin



A pile of old building materials.



Taking down an unwanted building.



Most of the building has disappeared.



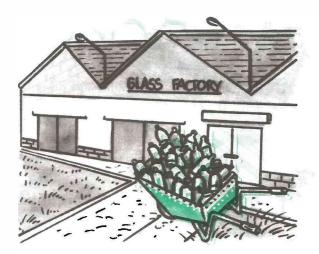
An abandoned and empty building.



A building that is starting to fall to pieces.



Things that have been thrown away.



Re-using old materials.



Communication: Conditional sentences



a

The following four kinds of conditional sentence have been taught in this course:

	Conditional clause	MAIN (RESULT) CLAUSE
Type 0, general conditionals	If + present simple Ex: If clouds appear,	present simple it usually rains.
Type 1, a particular likely/possible situation	If + present simple Ex: If it rains today,	future with will [will be very pleased.
Type 2, a particular unlikely situation	Ex: If it rained at this time of year,	would, should, could, might + base form of verb would be very surprised.
Type 3, about things which did not happen	<pre># + past perfect Ex: If it had rained last month,</pre>	would, should, could, might + have + past participle we would have had a good harvest.

There are other types of conditional sentence. For example, in general statements the present continuous can be used. It often refers to a new or temporary situation or an event that is repeated. Ex: If prices are rising, people find life more difficult. In pairs, make up and practise a conversation about a new and temporary situation and its consequences. Here are some possible situations:

more people are travelling by taxi
more people are buying television sets

fewer people are getting malaria

the world's climate is getting warmer

- For things that used to happen repeatedly in the past, the past simple or past continuous can be used in the conditional clause and the past simple or a modal (e.g. should, can) in the main clause.
 - Ex: 1 If we felt cold, we wrapped blankets round ourselves.
 - Ex: 2 If there was a bush fire, we would hunt for small animals.

In pairs, make up a conversation about something you used to do when you were younger or lived in a different place.



For possible situations in the present, the present simple or present perfect can be used in the conditional clause and an imperative or modal can be used in the main clause.

Ex: If you have never eaten fried termites, you should try these ones now. They're very good. If you don't believe me, ask anyone who has eaten them.

In pairs, make up and practise a conversation using the above pattern.

Project task 1

Hold a debate on this motion:

Parents and children should take an active part in the building, equipping, teaching and decision-making in their schools.

SHECKS 2.1-2.3 are for your second Project task (writing a letter to a school magazine).



Comprehension and comparison



Read Text A to discover the positive and negative aspects of South Korean education.

TEXT A

THE IMPORTANCE OF SUCCESS

The economic miracle and the process of democratisation, which between them have transformed South Korea from the backward nation it once was, are solidly founded on the dedication of Koreans to education.

Success has not been achieved without cost, however, to the nation's schoolchildren – and to their mothers. These tireless women rise at 5 a.m. to make breakfast for their hard-driven children and often continue to ply them with coffee until well after midnight.

Education is valued in Korea because now, as in the past, it is the prime means of social mobility. Men need a college education to secure a good job and women to win a good husband. The result is that schooling usually becomes the main priority of the family. Parents will form their schedules around children's study routines and will move house in order to be near a better school. They may pay thousands of pounds for extra tuition.

Most pupils work so hard that they seem to enjoy little of their childhood. Even 14-year-olds are in school by 7.30 a.m., and after a full day's classes will be doing private study at least until midnight. By the time they reach the final year of secondary school they are sleeping an average of four hours a night.

The children's energy comes from the desire to please their parents. Most parents were too poor to have an education. For them, college is a kind of dream. Their children are fulfilling this dream for them.



For the child, success or failure comes after 12 years of school, on a fateful day in December when, with half a million rivals, he or she sweats over the university entrance examination, consisting of 320 questions on 11 subjects, mostly of the multiple-choice type. Those who pass with flying colours gain access to the top three universities, Seoul National, Korea and Yonsei, all in Seoul, and a guaranteed place in the exclusive club that makes up top Korean society. So great is the pressure that each year several students who fail commit suicide.

The 'exam hell' experienced by the students is, of course, found to a greater or lesser extent around the world. But in South Korea it has now begun to draw fire because of criticism of the type of education that students are torturing themselves to receive.

The whole system is still geared towards rote memorisation. Businessmen complain that even top graduates have to be trained to think creatively once they start work.

The system, they say, fails to meet the needs of Korea's increasingly sophisticated, industrialised society, in particular for the use of high technology. Because of this, many apply to study overseas.

Some changes are being introduced. The government has decreed that English teaching, for example, should stress practical ability in the language.

'In the past we focused on grammar,' says Chang Young-hee, professor of English at Sogang University. 'As a result, our students could read complex books in English, but could not tell you the way to the station.'

Michael Breen, *The Times* 25.2.93 © Times Newspapers Limited, 1993

Copy the following outline table. Then list in it some of the positive and negative aspects of South Korean education which you have discovered in Text A. In the third and fourth columns list any comparisons with the system of education that you have experienced during your school career.

EDUCATION IN SOL	UTH KOREA AND	(name your area)			
SOUTH KOREA		(your area)			
Positive aspects Negative aspects		Positive aspects	Negative aspects		



Communication: Qualifying with emphasis



This sentence is based on one in the listening text (Check 1.1): 'So many children turned up that Mr Kumalo had to start a second school.' So emphasises a qualifying word or phrase and that introduces the result of it. So may be followed by much, many, an adjective (e.g. so big) or an adverb (e.g. so quickly). Find a sentence with so and that in Text A.

In pairs, talk about the education situation in South Korea. Use sentences with so and that. This table will help you:

Extreme situations	Results
Education is highly valued in South Korea.	Parents plan their daily lives around their children's studies.
Children do so much school work.	By the end of secondary school they only have a few hours' sleep each night.
Education is stressful.	Some children commit suicide.

Think of situations you are familiar with and talk about them using sentences with so and that



Comprehension

This is a photograph of an Open University student opening his post.

What do you think is in the parcel?

How do you think the Open University works?



Read Text B in order to discover how the attitudes to education expressed by the writer differ from those described in Text A.

TEXT B

'IT'S NEVER TOO LATE TO LEARN'

I ENROLLED WITH THE OPEN UNIVERSITY in 1983 when I was 36. I'm afraid my initial reason was rather unworthy: I wanted to prove (to my employers? to my family? to myself?) that I was at least as bright as the young graduates I kept meeting, many of whom seemed woefully ignorant

after their three years at university who are doing the same course. - yet had the status symbol of a degree.

Most students take one course each year and you are assigned to a specialist tutor who marks your work, gives advice on the phone and runs occasional classes for you and other people in your area

Everybody starts with a foundation course. Mine was in arts, focusing on industrialisation in Victorian Britain.

And oh, how I enjoyed it all: the thrill of 'discovering' the delights of great pieces of music, or finding that I could 'read' the

designs of certain buildings in their historical contexts, or discourse on Frederick the Great's policies in an informed way, was a far cry from worrying about proving I was cleverer than some young graduates.

I loved writing the essays. Each course runs from February to October and usually requires about eight 'assignments'. How satisfying to consolidate everything I'd learnt by accepting the challenge of a specific question.

I felt all the exhilaration of an athlete, as I discovered mental muscles I didn't know I had. As well as giving me new knowledge, the Open University showed me I could write and helped me to learn to do it better. I'd written

nothing more thought-provoking than shopping lists and personal letters for years.

Even posting off your precious thoughts is pleasurable. And as for the frisson of seizing the fat manilla envelope containing the essay, complete with the tutor's assessment, when it comes back three weeks later ... especially if you've done well! It was enough to make me walk about singing and smiling for days. The arrival of the parcel containing each block of course materials was exciting, too: lovely, shiny, beautifully produced A4 booklets to work through.

I even enjoyed the exams, one at the end of each course, conventionally invigilated in a local hall. It took me six years to complete my degree and I was sad when it was over. I had worked for two hours almost every evening and an average of three to four hours every Saturday and Sunday, often watching TV or listening to the radio when everyone else in the house was fast asleep.

As a result of those six years, I think, in a new way. It was like a metamorphosis; the person who emerged at the end was quite different from the one who went in at the outset. Thanks, OU, for everything.

Susan Elkin, The Independent, 25.4.1994

Answer these questions on Texts A and B:

- 1 a) Why did the writer of Text B enrol for the Open University?
 - b) In what way did her reasons for studying differ from those of South Korean children?
- 2 In what ways were the study times of the Open University student and the South Korean students similar?
- 3 What adjectives do you think the Open University student would have used to describe her studies?
- 4 In what way did her attitude to exams differ from that in South Korea?
- 5 In what way did the *result* of South Korean education differ from the Open University education?
- 6 a) What have been your reasons for studying at school?
 - b) Have you enjoyed your education? If so, say which aspects you have found enjoyable.
 - c) Has your education greatly changed you? If so, say in what ways.

Project task 2

Writing a letter to a school magazine.

Write a letter to the magazine of a school in another country. Describe your community's attitudes to education and their expectations of it. Give your opinion of these attitudes, too.

••••••

CHECK 3.1 is for your third Project task (making a speech).



Analysis

The activities that a school arranges have various purposes. For example, they may contribute to the moral, academic, physical or vocational development of children, or to several of these aspects. To prepare for the next project task, study the table below, copy it, then place a tick in some of the boxes to show which aspect or aspects of education each activity contributes to. One box has been ticked as an example for you. It indicates that carpentry is for vocational development.

ASPECTS OF EDUCATION	Moral	ACADEMIC	PHYSICAL	VOCATIONAL
carpentry				
mathematics				
netball				
fund raising for charity	4			
English	3()			
mechanical engineering				
helping local people in need				
word processing				П
physics				
tennis				
technical drawing				
religious instruction				-
business administration				
history				

Project task 3

Write a speech addressing a meeting consisting mainly of parents in your community.

Outline your proposals for a new school. Say what parental involvement you envisage and the reasons for it. Mention attitudes to education and values you would like the school to transmit. Describe the possible content of the curriculum, especially the balance you would like to see between academic and practical / vocational subjects.

CHECK 4.1 is for your fourth Project task (role-play: conducting a discussion on careers).

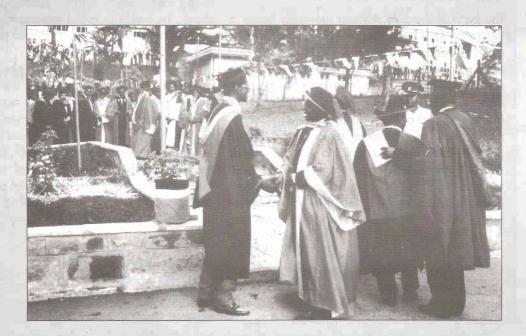
CHECK 4.1

Comprehension

Read Text C to discover the author's view of the role of higher education in the development of Africa. Then decide which of the twelve conclusions that follow the text (p. 185) are genuine ones and which are false. Only six are genuine.

TEXT C

ROLE OF HIGHER EDUCATION IN THE DEVELOPMENT OF AFRICA



In the world community

The African university has accepted the basic pattern and characteristics of universities throughout the world. Like each of them, it is a world institution. As such it must assume the basic functions and responsibilities of a university: to seek and discover Truth, which for centuries has

remained hidden from the genius of man and then to spread the knowledge it has found throughout society so that mankind in general and the African in particular can leave ignorance and want behind and make the world a better place in which to live.

The African university must maintain an unswerving loyalty to the international intellectual

community, transmit an appreciation of intellectual values, uphold academic standards, become a centre of intellectual activity and remain a focal point from which ideas and

thoughts radiate.

Academic freedom is the basis of university existence. The African university must, therefore, preserve this principle and defend it. Institutions of higher education in developing nations should take measures to ensure that academic freedom to inquire, to debate, to acquire and spread knowledge remains unimpaired for students, staff and other members of the academic community. For if by chance the African university loses its freedom to teach and to learn, to work for and to disseminate the results of its research, it loses its raison d'être.

On the African scene

The birth of the truly African university came at the same time as national independence, and African freedom will depend on the continued existence and vitality of the university. Because African society has been fragmented in the past, the university will have to work for unity. While remaining part of the mainstream of civilisation, it will contribute to national, regional and African unity by adapting curricula to African needs. Admitting students to the university without regard to tribal affinity or national origin would remove ethnic barriers to unity and give institutions of higher education a truly unifying character.

The university must encourage research in African studies and stimulate a worldwide appreciation of African culture and heritage. It should correct popular misconceptions about Africa and thereby make Africans proudly aware of their cultural and historical heritage.

The African university must also play its part in the social progress of the continent. It must provide education and training by means of extra-mural courses and development programmes for any section of the community that may need them. It must encourage and increase opportunities for women's education and for the emancipation of women. Educated women are valuable not only as an essential part of the workforce, but also as mothers. They are the first

teachers of their children and as such have great influence over the future well-being of society.

In each country

Considering the great need for trained manpower in all areas of national development and progress, higher education has an obligation to raise the intellectual standard of the population, to improve the quality of education at all levels. and to provide training to meet the country's needs. Emphasis should accordingly be placed, initially, upon providing intensive courses for the training of teachers, pre-service and in-service training for the planners, the executive personnel, and the managerial staff required in the public and the private sectors of the economy, and the preparation of doctors, engineers, agriculturalists, nurses and other technicians for the rapid social and economic development of the country. In doing these things, careful planning and study should be made to avoid expensive duplication and an over-production of trained personnel in particular fields.

It is also the responsibility of higher education in Africa to advance and extend the frontiers of knowledge by broadening the horizons and raising the appreciation of all members of the community through the development of archives, libraries, museums and art galleries, and through the sponsorship and support of exhibitions, cultural fairs, dramatic and musical productions, and other media of information and culture.

IN THE DEVELOPMENT OF THE 'WHOLE MAN'

For full and complete development and enrichment of the individual, higher education institutions in Africa should become responsible for placing emphasis on moral and spiritual values, developing a sense of social and civic responsibility as well as appreciation for beauty in art, music and ethics. They should endeavour to develop an awareness of local problems and aspirations, cultivate the ability to analyse and seek solutions to problems, and help realise national aspirations. Such self-identification of the individual with the greater cause of the society

will evoke a loyalty and dedication to Africa and its people and will strengthen the bonds that bind them to the larger human society.

IN IMPROVING THE EDUCATION SYSTEM

Higher education institutions in Africa must assume a positive role in the improvement of the entire education system and pattern designed to prepare young people at all levels for better citizenship. This responsibility of higher education will be realized through preparation and publication of textbooks and educational journals, and of teaching materials including laboratory specimens, programmed learning, charts, maps, filmstrips, tapes, records and other audio-visual aids.

The Development of Higher Education in Africa UNESCO, 1963.

Say if the following conclusions are true or false.

True and false conclusions: The role of higher education in Africa must be:

- 1 to ensure the maintenance of law and order.
- 2 to maintain adherence and loyalty to world academic standards.
- 3 to foster the unification of Africa.
- 4 to promote public health.
- 5 to encourage appreciation of African culture and heritage and to dispel misconceptions of Africa, through research and teaching of African studies.
- 6 to support the government of the day in all its policies.
- 7 to see that the judiciary administer justice without fear or favour.
- 8 to evolve over the years a truly African pattern of higher learning dedicated to Africa and its people yet promoting a bond of kinship to the larger human society.
- 9 to accept full responsibility for the economic prosperity of each African country.
- 10 to develop the human resources for meeting manpower needs.
- 11 to train the 'whole man' for nation building.
- 12 to maintain full employment of the country's workforce.

Project task 4

In groups, role-play a discussion between a careers adviser and a group of final-year students.

The topic is the future education, training and employment of each student. Consider whether an academic university course would meet your needs (what are your needs?) and discuss alternatives such as vocational training for a specific occupation, an apprenticeship scheme (where the employee works and is trained 'on the job') or immediate employment with sandwich courses (training that is given on certain days when the employee is released from work).

Specimen Examination 2

Part One Reading comprehension I

Read the following text and answer the questions that follow it.

DNA

In 1953 James Watson and Francis Crick announced the most important scientific discovery of the second half of the 20th century. They had discovered the structure of DNA: the molecule of inheritance, the chemical messenger which carries the genetic information parents pass on to their children. As Watson and Crick found, it has the structure of a double helix.

Society today is only just beginning to understand the consequences of that discovery, made in a dingy laboratory in Cambridge 41 years ago.

One consequence concerns the detection of crime. DNA evidence works by comparing samples of human tissue found at the scenes of crimes – hair, semen and blood, for example – with tissue samples taken from suspects. Convictions have been made after prosecutors told juries that there was only a one-in-a-thousand or even a one-in-several-million chance that the DNA evidence 'proving' the defendant guilty could be the result of a simple coincidence.

However, there are some doubts about the reliability of the figures. 'Expert' scientific witnesses have sometimes disagreed about precisely how probable it is that the match between the suspect's tissue and that found at the scene of the crime is due to chance. In one case, the prosecution initially said that the probability of a chance match between the defendant's DNA sample and blood at the scene of the crime was about 350 million to one. This was later rounded down to 10 million to one. Some scientists have argued that these sort of figures are arbitrary and not properly calculated.

In spite of doubts about the exact likelihood of a mistaken match, governments are beginning to compile genetic databases on their citizens. In some countries laws will require a DNA sample to be extracted from every person convicted of a serious criminal offence. It remains to be seen whether such measures will reduce crime or simply make it easier to catch criminals.

Independent 21.3.94

A Vocabulary

1 Match each word or phrase in column A with its meaning in column B.

2 3 4	helix pass on precisely initially	7 8 9	mistaken discover result measure
	probability		simply

b erroneous, wro	f likelihood ng g find h transmit i consequence j at first
------------------	--

- 2 Here is a list of words. Find their opposites in the text. Check the paragraph number given in brackets.
 - 1 prosecutor (para 3) 2 acquittal (para 3) 3 innocent (para 3) 4 exactly (para 4)
 - 5 certainty (para 4) 6 previously (para 4) 7 finally (para 4) 8 minor (para 5)
 - 9 increase (para 5) 10 approximate (para 5)

B Reading comprehension

Choose the correct answer to each question from the four choices offered. Justify your answers by indicating the line(s).

- 1 What aspect of the DNA molecule did the two scientists discover?
 - a the way it is constructed

c its role in solving crimes

b its size

d its general usefulness

2 The second paragraph of the text makes the point that society is using information about DNA

a carelessly

c in a haphazard way

b with admirable speed

d surprisingly late.

3 The discovery of the structure of DNA was the most important scientific discovery made

a between 1900 and 2099

c between 1900 and 1950

b between 1900 and 2000

d between 1951 and 2000.

- 4 DNA enables children
 - a to be like their parents

c to avoid crime

b to be different from their parents d to escape punishment.

5 Which of the following could not be used for DNA testing?

a the suspect's skin

c the suspect's pen

b the suspect's hair

d the suspect's blood

6 DNA evidence is expressed as

a proof

c a degree of probability

b chance coincidence

d absolute certainty.

- 7 By placing expert in quotation marks, the writer
 - a emphasises the expertise of the scientific witnesses

b casts doubt on their expertise

c proves that they are not expert

d shows his concern at their disagreement.

8 That in 'and that found at the scene of the crime' (para. 4) refers to

a human tissue

c the witness

b the match

d the prosecutor

- 9 Governments' actions show that they believe that DNA evidence
 - a will lead to an increase in crime
 - b should not be allowed to fall into private hands
 - c is too unreliable to be trusted
 - d will be useful to them in the future.
- 10 The text describes the application of knowledge about DNA in

a one area of life

c several areas of life

b two areas of life

d all areas of life.

Reading comprehension 2

Read the following texts and summarise them by filling in the table which follows.

Patient information leaflet on Amoxil® capsules.

A

The name of your medicine is AMOXIL®.

What is Amoxil®?

It is one of a group of antibiotic medicines called penicillins. The active ingredient in Amoxil® is amoxycillin.

What does Amoxil® do?

It is used to treat a range of bacterial infections.

IMPORTANT THINGS TO KNOW ABOUT AMOXIL®

- 1 This medicine is unsuitable for people who are allergic to penicillin. (You will find more information about this later in this leaflet.)
- 2 Before taking ANY medicines, you should tell your doctor if you are pregnant (or think you may be), or if you are breast feeding.
- 3 Take Amoxil® as directed by your doctor. Read the dispensing label.
- 4 Keep taking your Amoxil® until your prescribed course is finished. Do not stop just because you feel better.
- **5** Like all medicines, Amoxil® can sometimes cause unwanted effects. (You will find more information about this later in the leaflet.)
- 6 ALWAYS KEEP MEDICINES OUT OF THE REACH OF CHILDREN!

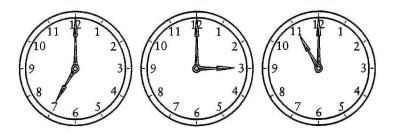
TAKING YOUR MEDICINE

How much should I take and how often?

Follow your doctor's directions about how and when to take your medicine. Please read the dispensing label carefully. Your pharmacist or doctor can help if you are not sure.

Amoxil® capsules should be swallowed with water.

Space the doses as evenly as possible through the day. For example, if you have been told to take your Amoxil® 3 times a day:



Amoxil® is a registered trade mark of Beecham Research.

AFTER TAKING YOUR MEDICINE

What unwanted effects might it have?

A few people may find that Amoxil® gives them diarrhoea or indigestion. If this happens, these symptoms are usually mild. If you suffer badly, tell your doctor.

Tell your doctor if you develop rashes, or itching, or any other unusual problems, while you are taking this medicine.

B Dispensing label

20 Amoxil® capsules 250 mg One to be taken Four times daily Take regularly - Finish the course

Now complete this table.

Name of medicine	
Type of medicine	
Use the same that the same tha	
Contraindication	
What to tell doctor	
Dosage: a) in general b) according to dispensing label (Text B):	
For how long	
Possible side effects	M. Newson will be simmer become of
What to do if there are side effects	

Part Two Writing

1 Write a letter to your local newspaper asking for more opportunities to train young people for a useful career. You may include some of these points:

More schools / teachers / textbooks needed.

More vocational subjects in schools (e.g. welding, carpentry, dressmaking, agriculture, word processing).

More training to be provided by employers, perhaps with financial incentives provided by the government.

Parents should try to enable children to receive education and training.



2 A few months ago you sent money to a mail order company which then sent you only some of the goods you paid for. A few weeks ago you wrote to them asking why they didn't send the other goods. You received no reply. Write again, mentioning your original order (giving date, details of what you ordered and the cost, and your cheque details). Mention what you received and when. Mention your first letter of enquiry and state that you want to receive either the outstanding goods, a satisfactory explanation or your money back at once.

Part Three Communication

1 For each word listed below, write down a word or phrase from the text with almost exactly the same meaning:

gold; local Indians call it 'vomit of the devil'. In Oriente, the Amazon region of Ecuador, men known as colonistas, camp followers to the oil business, are trying to wash away years of pollution.

For 20 years oil extraction in Oriente has allowed toxic

To the oil companies, it is black waste - clay, mud and low grade crude - to enter forest ponds. Now, under pressure from environmentalists, a cleanup is under way. Colonistas are being paid about \$5 a day to skim off the oil from the water's surface. These men sometimes spend hours up to their necks in the ponds, risking kidney

failure and liver damage caused by the absorption of heavy metals and other toxins through their skins. At dusk, they wash off the tar with diesel fuel.

Independent Magazine 5.9.92

permitted, production, poisons, called, poor quality, industry, as a result of persuasion, attempting, taking place, approximately.

- 2 Decide which of the words or phrases labelled a to e has the same meaning as the word or phrase in italics in each sentence.
 - 1 I have a rough idea what you mean.
 - b gentle c hard d approximate e smooth a exact
 - 2 Don't be afraid of my dog. He just wants to play.
 - a only b nearly c sometimes d fairly
 - 3 Although my suitcase is big, it is *light*.
 - a well-made **b** thin c pale d cheap e low in weight
 - 4 Would you be able to run a bookshop?
 - d manage a compete with **b** work in c open e buy
 - 5 My brother's just been sacked.
 - a promoted b imprisoned c dismissed d knocked down e kidnapped
 - 6 When things are scarce, prices soar.
 - d double e hurt a collapse b rise very fast c are cut in half

- 7 Steve, give that old man a hand, will you?
 - a some help b a greeting c a blow d some money e a lift
- 8 He's very laid back.
 - a ill b poor c happy d tense e relaxed
- 9 I'm a bit hard up at the moment.
 - a busy b short of money c angry d tired e in a hurry
- 10 I've given up smoking for good.
 - a in return for a reward b for a long time c for ever
 - d for my health e for good reasons.

3 In the text which follows, eighteen words are missing. Work out which words are missing and write them on your answer paper.

Second, suppose you are waiting (10 —) a room with other candidates to (11 —) interviewed for a job. What goes (12 —) in your mind? Do you say to yourself, 'Once I've got this job, I'll be able (13 —) buy the new clothes and other things I need' (14 —) do you look at the (15 —) candidates and think, 'I really don't know (16 —) I came here. I haven't got a chance compared (17 —) these intelligent and good-looking people'? The first attitude is a positive one, the (18 —) is negative. Which of them is your attitude?

4 One of the words listed has been omitted from each gap in the text below. Decide which should go in each space.

As, enough, far, for, just, so, such, than, that, to, too.

Alain I hate packing! My suitcase isn't big (1 - - -) for everything I want (2 - - -) take with me. I need a (3 - - -) bigger case (4 - - -) this useless little one.

Mother Nonsense! You're (5 —) trying to take (6 —) many things. All these things would be too heavy (7 —) you to carry. It's (8 —) a mistake to overload yourself.

Alain I'll take (9 ——) many things as I want!

Mother Don't be so stubborn! You'll have (10 ——) much luggage (11 ——) you won't be able to move at all.

Chart for Project Task 2, Unit 3

		1	
>	p.	44	>
		7	

Score												Total
1.52					<u> </u>		L		<u> </u>]
	10	po ;	1	9	[∞	}	9	90	e risk
5K?	Smoke over 40 cigarettes per day	Know that blood pressure is high. No conscious effort to control	Eat red meat more than 1 meal a day	Highly competitive	Sedentary job and exercise less than 3 times a week	Over 50 lbs overweight (over 22.5 kg)		00 1300	Male over 45		2 deaths from heart disease under 60 years	35 - 50) Moderate risk Sibyl Fine © 1985
SI 2	8	5	4	5	* 4	9		9		2	<u></u>	
ARE YOU AT RISK?	Smoke 21-40 cigarettes per day	Know that blood pressure is high. Prescribed drugs to control	Eat red meat 1 meal a day	Frequently excitable	Moderately active job and exercise less than 3 times a week	36 - 50 lbs overweight (16 - 22.5 kg)	07 13	09 - 16	Male		2 deaths from heart disease over 60 years	29 - 34Generally average risk
0	6	4.	$\overline{\mathbb{C}}$	\sim	الم 2 الم	3		4		4	9	3
ARE Y	Smoke 10-20 cigarettes per day	Know that blood pressure is high. Restricted diet to control	Eat red meat a few times a week	Occasionally excitable	Sedentary job and exercise more than 2 times a week	21 - 35 lbs overweight (9 - 15.75 kg)	11 50	06 - 1 +	Female over 60		1 death from heart disease under 60 years	**
ı,	s 4	al O	2	4	° 4	7		(1)	i	\mathcal{C}	3	crage
ART DISEASE	Smoke less than 10 cigarettes per day	Know that blood pressure is normal	Eat red meat 1 time a week	Frequently stressed	Moderately active job and exercise more than 2 times a week	5 - 20 lbs overweight (2.25 - 9 kg)	21 40	04-16	Female 45 - 60		1 death from heart disease over 60 years	16 - 28 Below average risk
)I	- V	and 1	ltry,	2	_	\leftarrow		7		7	4	
EARTI	Ex smoker	Don't know blood pressure but understand it is a risk factor for heart disease	Eat fish and poultry, no red meat	Occasionally stressed	Physically active job and exercise less than 3 times a week	Standard weight + or - 5 lbs (+ or - 2.25 kg)	37 30	71 - 30	Female over 35	wild takes contraceptive pills	Family member has survived heart disease	1-15Well below average risk 51+Above average risk
H	0	, -	0	— ·	. 0	0			1	9		Wel + Abo
	Never smoked	Do not know blood pressure	Eat no meat	Planned relaxation activities	Physically active job and exercise more than 2 times a week	More than 5 lbs underweight (2.25 kg)	00	10 - 70	Female		No family history of heart disease	Risk chart: 1-1
'	Smoking	Blood pressure	Diet	Stress	Exercise	Weight		Age		Gender	Heredity	

LITERATURE

1 THE OLD WOMAN

Bessie Head

She was so frail that her whole body swayed this way and that like a thin stalk of corn in the wind. Her arms were as flat as boards. The flesh hung loosely, and her hands which clutched the walking stick were turned outwards and knobbled with age. Under her long dress also swayed the tattered edges of several petticoats. The ends of two bony stick-legs peeped out. She had on a pair of sand-shoes. The toes were all sticking out, so that the feet flapped about in them. She wore each shoe on the wrong foot, so that it made the heart turn over with amusement.

Yet she seemed so strong that it was a shock when she suddenly bent double, retched and coughed emptily, and crumbled to the ground like a quiet sigh.

'What is it, Mmm? What is the matter?' I asked.

'Water, water,' she said faintly.

'Wait a minute. I shall ask at this hut here if there is any water.'

'What is the matter?' they asked.

'The old lady is ill,' I said.

'No,' she said curtly. 'I am not ill. I am hungry.'

The crowd laughed in embarrassment that she should display her need so nakedly. They turned away; but old ladies have no more shame left. They are like children. They give way to weakness and cry openly when they are hungry.

'Never mind,' I said. 'Hunger is a terrible thing. My hut is not far away. This small

child will take you. Wait till I come back, then I shall prepare food for you.'

Then, it was late afternoon. The old lady had long passed from my mind when a strange young woman, unknown to me, walked into the yard with a pail of water on her head. She set it down outside the door and squatted low.

'Good-day. How are you?' I said.

She returned the greeting, keeping her voice empty and her face carefully averted. It is impossible to say: what do you want? Whom are you looking for? It is impossible to say this to a carefully averted face and a body that squats quietly, patiently. I looked at the sky, helplessly. I looked at the trees. I looked at the ground, but the young woman said nothing. I did not know her, inside or out. Many people I do not know who know me, inside and out, and always it is this way, this silence.

A curious neighbour looked over the hedge.

'What's the matter?' she asked.

I turned my eyes to the sky again, shrugging helplessly.

'Please ask the young woman what she wants, whom she is looking for.'

The young woman turned her face to the neighbour, still keeping it averted, and said quietly:

'No, tell her she helped our relative who collapsed this morning. Tell her the relatives discussed the matter. Tell her we had nothing to give in return, only that one relative said she passes by every day on her way to the water tap. Then we decided to give a pail of water. It is all we have.'

Tell them too. Tell them how natural, sensible, normal is human kindness. Tell them, those who judge my country, Africa, by gain and greed, that the gods walk about her barefoot with no ermine and gold-studded cloaks.



Read the story.

- 1 We understand very well from the description in the first paragraph that the woman is old and poor. Yet the text does not use these two adjectives. So how is this information given to us?
- 2 a) What words tell you that the narrator did not expect anything in return for her kindness?b) What does this information contribute to the story?
- 3 The story is well balanced. It begins with an act of kindness. What later action balances this?
- 4 Africa is referred to as 'my country'. Why has the word country been used?
- 5 The sentence 'It is all we have' consists of five words of one syllable each. Yet it tells us so much. What does it tell us
 - a) about the condition of the young woman's family?
 - b) about what they wanted to do?



Discussion.

What does the author mean by the last sentence of the story? (Ermine is animal fur worn by wealthy people.)
Have you learnt anything from the story?

2

BLACK WOMAN'S LOVE SONG

Elean Thomas

I sang you love songs as they dumped us together amongst the cockroaches and rats in the hole of the slave ship

I sang you love songs when in that stinking hole I helped you keep alive for the new world fight to come

I sang you love songs when they had us on the auction block and took you east dragging me north

I sang you love songs through my cries of pain begging you please don't ever forget me I sang you love songs when they took me for their concubine and took you for their stud

I sang you love songs even when I ceased to be their concubine but you couldn't stop being their stud

I sang you love songs when the backra-massa threw us off our land paid for by our sweat and blood together

I sang you love songs when you said 'if we can't beat them join them' and took up with the backra-missis

I sang you love songs
when we got our heads
busted
together
demonstrating for the right
to speak to strike
to politicize
to organize

I sang you love songs
when you cried upon my breast
and I rubbed healing herbs
into your wounds
us both
forgetting
that my own insides were torn
and shredded with wounds

I sang you love songs when we took up arms against the enemy to reclaim our dignity

I sang you love songs even as you disclaimed our child conceived from your hasty seed shot into my womb on a one-day furlough I sang you love songs after the war when we worked together to rebuild a whole people and a free country

I sang you love songs when you said
I was no longer bright enough or good enough to attend the State dinners you were now being invited to

I keep singing you love songs even as hate songs threaten to smother my very soul

I sing you love songs
Black-man
so you can understand
that I want you
strong
beside me
Singing me love songs too.



Listen to the poem.

- 1 Who is the speaker in the poem?
- 2 Is it a happy poem or a sad one? Why?



Read the poem.

- 1 The poem describes various phases or episodes in the life of the speaker. List as many as you can and compare your list with your partner's.
- 2 Which words or phrases in the poem show
 - a) that the speaker was treated as an object?
 - b) that the speaker suffered physical pain?
 - 3 Which lines in the poem refer to the black woman as
 - a) a racial type?
 - b) a freedom fighter?
 - c) a victim of white and then black men?



Discussion.

- 1 What change has occurred in the last two stanzas of the poem? Why?
- 2 Do you think the speaker is fair to the black man?

3

LETTER FROM A CONTRACT WORKER

Antonio Jacinto

I wanted to write you a letter my love a letter to tell of this longing to see you and this fear of losing you of this thing which deeper than I want, I feel a nameless pain which pursues me a sorrow wrapped about my life.

I wanted to write you a letter my love a letter of intimate secrets a letter of memories of you of you your lips as red as the tacula fruit your hair black as the dark diloa fish your eyes gentle as the macongue your breasts firm as young moboque fruit your light walk your caresses better than any I find down here.

I wanted to write you a letter my love to bring back our days together in our secret haunts nights lost in the long grass to bring back the shadow of your legs and the moonlight filtering through the endless palms, to bring back the madness of our passion and the bitterness of separation.

I wanted to write you a letter
my love
which you could not read without crying
which you would hide from your father
Bombo
and conceal from your mother Kieza
which you would read without the
indifference
of forgetfulness,
a letter which would make any other
in all Kilombo worthless.

I wanted to write you a letter my love a letter which the passing wind would take a letter which the cashew and the coffee the hyenas and the buffalo, the caymens and the river fish could hear the plants and the animals pitying our sharp sorrow from song to song lament to lament breath to caught breath would leave to you, pure and hot, the burning the sorrowful words of the letter I wanted to write to you

I wanted to write you a letter
But my love, I don't know why it is,
why, why, why it is, my love,
but you can't read
and I – oh the hopelessness – I can't write.



Listen to the poem.

- 1 Discuss the irony in the poem.
- 2 Is the poem about
 - a) love?
 - b) illiteracy?
- 3 Is it a sad poem or a happy one?



Read the poem.

- 1 a) Why does the speaker use 'this' three times in the first ten lines of the poem?
 - b) What would normally be used in place of 'this' in lines 4 and 6?
- 2 What images of the pain and sorrow are aroused in your mind by the description in the first stanza?
- 3 In the second stanza, we have a mental picture of the speaker's love. What images does he use?
- 4 In the fourth stanza the speaker uses the words 'any other' and, in the second stanza, 'any'. What do these expressions tell us about his feeling for his love?
- 5 Explain the mixed metaphors in the fifth stanza. This is evidence of the use of 'poetic licence' in the poem. Does the speaker use it elsewhere?



Discussion.

Does the last stanza come to you as a shock? How do the language and images in it contrast with the rest of the poem? Is this effective?



SONG OF THE WAGONDRIVER

B.S. Johnson

My first love was the ten-ton truck They gave me when I started, And though she played the bitch with me I grieved when we were parted.

Since then I've had a dozen more, The wound was quick to heal, And now it's easier to say I'm married to my wheel.

I've trunked it north, I've trunked it south, On wagons good and bad, But none was ever really like The first I ever had. The life is hard, the hours are long, Sometimes I cease to feel, But I go on, for it seems to me I'm married to my wheel.

Often I think of my home and kids, Out on the road at night, And think of taking a local job Provided the money's right.

Two nights a week I see my wife, And eat a decent meal, But otherwise, for all my life, I'm married to my wheel.



Listen to the poem.

- 1 a) What image does the speaker use throughout the poem to show his close relationship with his trucks?
 - b) Does the use of this image make the poem more interesting?



Read the poem.

- 1 What aspects of the speaker's relationship with his truck are referred to specifically in the first stanza?
- 2 In stanza four the speaker says 'The life is hard ...'. How would the meaning be changed if he had said 'Life is hard ...'?
- 3 Compare the first stanza with the last two. Has the speaker's relationship with his truck changed at all? In what ways is it different, and in what way still like marriage?
- 4 Why doesn't the speaker give up his job as a truck driver?

5

WOMAN WORK

Maya Angelou

I've got the children to tend
The clothes to mend
The floor to mop
The food to shop
Then the chicken to fry
The baby to dry
I've got company to feed
The garden to weed
I've got the shirts to press
The tots to dress
The cane to be cut
I gotta clean up this hut
Then see about the sick
And the cotton to pick.

Shine on me, sunshine Rain on me, rain Fall softly, dewdrops And cool my brow again.

Storm, blow me from here With your fiercest wind Let me float across the sky 'Til I can rest again.
Fall gently, snowflakes Cover me with white Cold icy kisses and Let me rest tonight.

Let me rest tonight.

Sun, rain, curving sky

Mountain, oceans, leaf and stone
Star shine, moon glow
You're all that I can call my own.



Listen to the poem.

How many parts does this poem fall into? Justify your answer.

B Read the poem.

- 1 There are several important differences between the two halves of the poem.
 - a) The first half is about all the work the woman has got to do. What device is used to emphasise the sheer amount of work?
 - b) The second half is about the woman's relationship with the weather and elements. How does she look on them?
- 2 The two halves differ grammatically. The first has many instances of the pattern ' (got)... to+ verb'. What verb form is very common in the second half?
- 3 The rhythms of the two halves differ. There are many short, unstressed syllables in the first, giving it a very fast pace (try saying it aloud). How does this contribute to the message of the first part?
- 4 The second half has a high proportion of nouns, verbs and adjectives.
 - a) What effect does this have on the rhythm?
 - b) How does this affect the pace of the poem and contribute to its message?
 - c) Quote the line that has no unstressed syllables in it. Contrast this line with, for example, the first line of the poem. Say them both aloud.
- 5 What can you say about the character and personality of the woman?



Discussion.

- 1 The poet, Maya Angelou, is a black American woman. Can she speak for African women?
- 2 What do you find in common between 'Woman Work' and 'Song of the Wagondriver'?



ONCE UPON A TIME

Gabriel Imomotime Okara

Once upon a time, son, they used to laugh with their hearts and laugh with their eyes; but now they only laugh with their teeth, while their ice-block-cold eyes search behind my shadow.

There was a time indeed they used to shake hands with their hearts; but that's gone, son. Now they shake hands without hearts while their left hands search my empty pockets.

'Feel at home'! 'Come again': they say, and when I come again and feel at home, once, twice, there will be no thrice for then I find doors shut on me.

So I have learned many things, son. I have learned to wear many faces like dresses – homeface, officeface, streetface, hostface, cocktailface, with all their conforming smiles

like a fixed portrait smile.



And I have learned, too, to laugh with only my teeth and shake hands without my heart. I have also learned to say, 'Goodbye', when I mean, 'Good-riddance'; to say, 'Glad to meet you', without being glad; and to say 'It's been nice talking to you', after being bored.

But believe me, son.

I want to be what I used to be when I was like you. I want to unlearn all these muting things.

Most of all, I want to relearn how to laugh, for my laugh in the mirror shows only my teeth like a snake's bare fangs!

So show me, son, how to laugh; show me how I used to laugh and smile once upon a time when I was like you.



Listen to the poem.

It begins like a fairy tale. List three things you find odd about it.



Read the poem.

- 1 Who is 'son' in the poem?
- 2 'To laugh heartily' and to be 'cold towards someone' are English expressions.
 - What do they mean?
 - How do they help you to understand the first stanza?
- 3 What sad aspect of human nature is explored in stanza 2?
- 4 In the fourth stanza, the speaker uses 'poetic licence' to create his own words. Pick out the words and explain what he means by the use of these neologisms.
- 5 Is there a new theme in the fourth and fifth stanzas? What literary device does the speaker use?
- 6 The speaker uses a simile in the sixth stanza. How does it help to convey the message that is intended?
- 7 There is a paradox in the last stanza. What is it?

GRAMMAR SUMMARY

LES GROUPES NOMINAUX

1 A Les paires de noms (9 1.3)

Un nom peut en qualifier un autre qui le suit. On peut relever différentes sortes de sens qui peuvent souvent être exprimés à l'aide d'une préposition.

Paires de noms	Sens
a car door	the door of a car
fossil fuels	fuels from fossils
the examinations room	the room for examinations
a price increase	an increase in price

1 B Les groupes nominaux complexes (5 1.3)

Lorsqu'un groupe nominal se compose de trois noms ou plus, d'adjectifs, de participes, il faut faire attention pour bien en comprendre le sens.

GROUPE NOMINAL COMPLEXE	Sens
a telephone answering machine	a machine for answering the telephone
a New Year party	a party to celebrate the New Year
a rust damaged car door	a car door that has been damaged by rust

2 LES VERBES

2 A Forme active et forme passive (5 1.5; 5 2.4; **11** 1.5)

On emploie la forme active

- 1 dans la plupart des cas
- 2 lorsque l'on veut se concentrer sur la personne ou la chose qui accomplit l'action.

On emploie la forme passive

- 1 lorsque l'on se concentre sur l'action proprement dite
- 2 lorsque l'on se concentre sur la personne ou la chose sur laquelle se porte l'action
- 3 lorsque l'on ne souhaite pas identifier la personne qui accomplit l'action
- 4 lorsqu'il convient d'être impersonnel.

La forme passive donne à la langue un caractère plus officiel que la forme active.

2 B Les formes actives et passives et certains de leurs sens (5 1.5; 5 2.4; 11 1.5)

Temps et forme verbale	Exemple	EMPLOI
présent simple actif	Plants need water.	pour exprimer une vérité ou une situation générale
présent simple passif	Fertiliser is added.	pour exprimer une action régulière ou habituelle
présent continu actif	The earth is getting warmer.	pour exprimer une action en cours au moment où l'on parle
présent continu passif	The earth is being polluted.	pour exprimer une activité temporaire
passé simple actif	He made a profit.	pour rapporter un événement
passé simple passif	A small profit was made.	accompli.
passé composé actif	Someone has taken my bicycle.	pour des informations; pour
passé composé passif	I have not yet been paid.	une action passée qui est encore en train de se dérouler ou qui est encore importante au moment où l'on parle.
passé continu actif	I was reading a book when Jean arrived.	pour une activité passée qui se déroulait au moment où un
passé continu passif	The roof was being repaired when suddenly it started to rain.	autre événement s'est produit ou à un moment précis.
plus-que-parfait actif	Everyone had heard of Nelson Mandela before his election.	pour un événement passé par rapport à un événement situé
plus-que-parfait passif	The heavy rain had not been expected.	dans le passé.
passé composé continu	The fire has been burning for two days.	pour souligner la durée d'un événement commencé dans le passé et qui est encore en train de se produire.
plus-que-parfait continu	The fire had been burning for two days before we brought it under control.	pour se pencher sur un événement passé vu d'un point de vue passé.
futur simple actif	I will repair your bicycle.	pour exprimer une décision
futur simple passif	The results will be announced soon.	ou une volonté d'action ; pour prédire un événement futur.
futur continu	This time tomorrow we will be doing our first exam.	pour faire référence à une activité future.

futur antérieur actif	I hope we will have finished this work before midnight.	pour faire référence à l'accomplissement futur
futur antérieur passif	The last maize will soon have been harvested	d'une action vue dans le futur
futur antérieur continu	In a month's time I will have been working as a mechanic for a full year.	pour faire référence à une action commencée dans le passé et qui sera encore en train de se dérouler à un moment situé dans le futur.
infinitif actif	I want to drive	pour toute une gamme
infinitif passif	I don't want to be seen.	de situations où un infinitif s'impose.
auxiliaire modal avec un verbe à l'actif	You can buy insecticides here.	lorsqu'un auxiliaire modal s'impose. On peut employer
auxiliaire modal avec un verbe au passif	Insecticides can be bought here.	d'autres auxiliaires modaux tels que may, might, ought to, should

2 C Le discours indirect (6 4.4)

- Les temps
- a) Si le verbe qui annonce le discours indirect est au présent, (Ex: say, says, is saying), le verbe du discours rapporté est au même temps que celui du discours direct d'origine.

Ex: Discours direct: The farmers said, 'The harvest has been very good and we are very pleased.'

Discours indirect: The farmers say (present) that the harvest has been very good

- and they are very pleased.
- b) Si le verbe qui annonce le discours indirect est au passé (Ex: said) alors :
 - 1 les verbes au présent dans le discours direct se mettent au passé.

Ex: le présent simple se met à l'imparfait le passé composé se met au plus-que-parfait

2 parfois le passé simple devient le plus-que-parfait.

Ex: The farmers said (passé) that the harvest had been very good and they were very happy.

NOTE: Si la proposition du discours indirect exprime une vérité générale, encore vraie au moment où l'on parle, on peut conserver le présent même si le verbe qui annonce le discours indirect est au passé:

Ex: Discours direct: Paul: 'I am sixteen years old.'
Discours indirect: Paul said he is sixteen years old.

- Deux façons de rapporter les paroles ou les mots d'une personne :
- a) I support his decision to build a new house. (Le nom est suivi de to et d'une proposition infinitive.)
- b) I don't accept her explanation that she was ill.

 (Le nom est suivi d'une proposition conjonctive objet introduite par that.)

2 D Les participes

- 1 Pour donner des renseignements supplémentaires en qualifiant un nom (3 1.5) Exemple avec l'emploi du participe présent : I saw his clothes lying on the floor. Exemple avec l'emploi du participe passé : He left his clothes neatly folded on his bed.
- 2 Pour donner des renseignements détaillés (10 1.4)

 Ex: I stood in the rain wondering how long I would have to wait for a bus.
- 3 Pour donner une explication (10 1.4)

 Ex: Considering the price of yams too high, she decided not to buy any.
- 4 Pour décrire une activité (11 2.4)

 Ex: Running a business requires determination.

2 E Les auxiliaires de mode (4 2.2)

Pour les emplois de may, might, can, could, can't, couldn't, ought to, should, must, voir page 55.

2 F Les phrases conditionnelles (12 1.4) voir pages 177-178 (Unité 12)

3

LES CONJONCTIONS DE COORDINATION

3 A Pour introduire des idées en paires ou en groupes (4 2.3)

- a) Pour exprimer l'opposition :
 - * not ... but ...

Ex: This animal is not dying, but it's very ill.

* neither ... nor ..., but ...

Ex: This animal is neither dead, nor dying, but it's very ill.

* some ..., other(s) ...

Ex: Some people like eating fish, others don't.

before ..., now ...

Ex: Last month I had an accident on my bicycle. Before that I used to show off and ride without holding on. Now I take more care.

- b) Pour souligner une cause ou une conséquence possible :
 - * if ..., then ...

Ex: If no cure can be found for this illness, then it will continue to spread uncontrollably.

3 B Pour exprimer l'opposition (5 2.3 ; 3 Project task 1)

but, yet, however, nevertheless, on the one hand / on the other hand, although, in spite of, instead (of), despite...

3 C Pour exprimer l'addition (5 2.3)

both, and, as well as, also, too, together with, again, another, in addition, moreover, furthermore.

4

LES ADVERBES (1 1.6)

Les adverbes de temps peuvent se rapporter au passé, au présent ou au futur.

Ex: Technology has advanced rapidly since 1980. (passé)

The use of satellite television is spreading quickly at the moment, (present)

Technology will continue to change quickly during the next decade. (futur)

Parfois, seul le contexte indique si l'adverbe se rapporte à un moment dans le passé, dans le présent ou dans le futur.

Ex: The weather has been very hot this week. (Se rapporte au passé si ceci est dit à la fin de la semaine)

I am reading an interesting book this week. (Peut se rapporter au passé, au présent ou au futur) I am going to be very busy this week. (Futur)

5

LES PROPOSITIONS ADVERBIALES AVEC SO ET SUCH

(4 1.4 ; 12 2.2)

Elles servent à souligner quelque chose.

ou adverbe	Ex: clever Ex: quickly	that	proposition
such + adjectif (a quick tongu		that	proposition

Ex: The chameleon's tongue is so quick that you can't see it.

The chameleon's tongue moves so quickly that you can't see it.

The chameleon has such a quick tongue that you can't see it.

6

LES PROPOSITIONS RELATIVES

Pour faire référence à un lieu, en utilisant where (2 2.4)

Ex: This is the house where I was born.

Les prépositions dans une proposition relative (8 1.4)

Style soutenu : la préposition se place avant le pronom relatif.

Ex: The taxi in which I travelled was a new one.

Langue normale : on emploie le pronom relatif et la préposition se met à la fin de la proposition relative.

Ex: The taxi which I travelled in was a new one.

Langue parlée: pas de pronom relatif, et la préposition se met à la fin de la proposition relative.

Ex: The taxi I travelled in was a new one.

FUNCTIONS

1 EXPRIMER UN BUT (4 0.2 ; 9 1.4)

1 A Avec un infinitif:

Forme active:

Ex: I'm going home to prepare a meal

Forme passive:

Ex: Timber is brought to this factory to be madeinto furniture.

In order toest parfois employé au lieu de todans la langue soutenue.

1 B So that est employé avant un auxiliaire de mode.

Ex: I wrote the number on my hand so that I wouldnot forget it. Pour d'autres expressions, voir 4 0.2.

EXPRIMER QUELQUE CHOSED'UNE AUTRE MANIÈRE (7 1.3)

2 A I mean, you mean

Ex: The weather is horrible. I mean it's cold and wet.

2 B To put it bluntly

Ex: Jean isn't exactly my first choice as captain. Well, to put it bluntly I think he'd be a poor captain.

2 C In simple language

Ex: New discoveries of hydrocarbon deposits are not keeping pace with current consumption. In simple language we're using fuel faster than we're finding new supplies.

Pour d'autres expressions qui introduisent une paraphrase, voir p. 108-109.

PARLER DE CE QU'ON AIME ET DE CE QU'ON N'AIME PAS (8 0.1)

Pour trouver toute une gamme de mots et d'expressions utiles, voir page 118.

4 EXPRIMER L'IDÉE QUE « CELA NE CHANGE RIEN » (6 1.4)

Deux constructions peuvent être utilisées :

1	Whatever, whoever, whichever, wherever, however, whenever	+ proposition ou locution	proposition principale
2	No matter who/what etc.	+ proposition ou locution	proposition principale

Ex: Wherever she goes she is warmly welcomed.

No matter where she goes she is warmly welcomed.

DONNER DES RENSEIGNEMENTS SUPPLÉMENTAIRES (3 1.5)

Voir page 38, voir aussi dans le *Grammar summary* la section des Verbes 2 D Les participes et la section des Conjonctions.

6 DÉFINIR QUELQUE CHOSE (3 2.2)

Plusieurs constructions peuvent être utilisées :

- 1 Le mot à définir + is + la sorte de chose + les renseignements permettant de définir le mot. Ex: An ambulance is a vehicle which takes people to hospital.
- 2 La sorte de chose + which + les renseignements permettant de définir l'objet + is called/ is known as + le mot ainsi défini.

Ex: A vehicle which takes people to hospital is called an ambulance.

3 La description des objets à définir + This/ In other words + le mot que l'on est en train de définir. Ex: This factory peels very thin sheets of wood from tree trunks and then glues them together to make very strong board. This is known as plywood. / In other words, it makes plywood.

7 SOULIGNER (4 1.4 ; 12 2.2)

Pour l'emploi de so et de such pour souligner quelque chose, voir page 51, et voir les **Propositions** adverbiales dans le *Grammar Summary* (5).

8 EXPRIMER LA POSSIBILITÉ OU LA PROBABILITÉ (4 2.2)

Voir page 55.

PARLER D'ÉVÉNEMENTS EN COURS (11 1.5)

Voir page 165. Voir aussi la section Verbes dans le Grammar Summary, en particulier la section 2 B.

10 EXPRIMER L'OPPOSITION (5 2.3)

Voir la section des Conjonctions de coordination dans le Grammar Summary (3).

111 DÉCRIRE UNE ACTIVITÉ (11 2.4)

Voir la section des Verbes 2 D Les participes 4, dans le Grammar Summary.

12 METTRE EN RELIEF UN ADJECTIF OU UN ADVERBE (12 2.2)

Voir la section des Propositions adverbiales avec so et such dans le Grammar summary (5).

WORDLIST

A		U/EXERCIS	E.
abiding	/əˈbaɪdɪŋ/	1 (3.1) H	constant
abortion	/uʃ:cd'e\	1 (3.1) H	avortement
to abscond	/əbˈskɒnd/	7 (1.1) A	s'enfuir
absurdity	/sb's3:diti/	2 (1.1)	absurdité
to abuse	/əˈbjuːz/	2 (2.3)	maltraiter
abuser	/ə'bju:zə*/	7 (3.2) B	personne qui
			exerce des
			sévices
		= (0.0) D	sexuels
abusive	/əˈbjuːsɪv/	7 (3.2) B	brutal
accelerated (adj)	/ək'seləreitid/	1 (2.1) F	accéléré
to accomplish	/əˈkʌmplɪʃ/	9 (2.3) C	accomplir,
4	1-11A1	2 (2.5) 11	obtenir
to accost	/ə'kɒst/	2 (2.5) H	accoster, aborder
to account for	/ə'kaunt fə/	9 (1.1) A	représenter
acid house		8 (3.1) F	house
(pop music)	/'æsid haus/		(musique)
to acknowledge	/əkˈnɒlɪdʒ/	5 (2.2) E	reconnaître
to acquit	/əˈkwɪt/	7 (1.1) A	acquitter
to be acquitted			être disculpé
of a crime			de l'accusa-
	//1 /	2 /1 1\ A	tion de
acre	/'eɪkə/	3 (1.1) A	demi-hectare,
activist	/ˈæktɪvɪst/	2 (2.1) B	acre militant
acute	/əˈkjuːt/	5 (2.2) E	grave
to address	/əˈdres/	1 (3.1) H	aborder,
(a problem)	/a dics/	1 (5.1) 11	s'occuper de
adequate	/ˈædɪkwət/	1 (3.1) H	suffisant,
adoquato	/ LUIKWOU	. (0.1)11	adéquat
admonition	/،ædməˈnɪʃn/	8 (1.5) C	réprimande
advent	/ˈædvent/	8 (4.1)	apparition
afford	/əˈfɔːd/	8 (4.1)	avoir les
		- (,	moyens de
aftermath (in the	/ˈa:ftəmæθ/	5 (1.1) B	à la suite de
aftermath of)			
album	/ˈælbəm/	8 (1.5) C	album
to alert	/ə'lɜ:t/	5 (2.2) E	attirer l'attention
0			de qn sur
alleged	/əˈleʤd/	7 (1.1) A	(prétendu que)
the crime he is			le crime
alleged to have	1		qu'il aurait
committed		0	commis
alley	/ˈælɪ/	Spec.	allée
		Exam.	
allocation	/æləˈkeɪʃn/	1 (3) 2 (2.1) B	repartition
to allot	/æiə keijii/ /əˈlɒt/	9 (1.1) A	attribuer (à)
alternative	/ɔ:lˈtɜ:nətɪv/	1 (1.1) B	autre
ancestor	/'ænsestə*/	2 (1.1) A	ancetre
anchor (n.)	/ˈæŋkə*/	1 (3.1) H	soutien, point
(metaphor)		(=::/::	d'ancrage

l	angina	/æn'dʒaɪnə/	3 (2.1) C	angine de
	-		, .	poitrine
l	anguish	/ˈæŋgwɪʃ/	2 (2.5) H	angoisse
	ahonymous	/seminan'e/	2 (2.5) H	anonyme
	apparently	/ə'pærəntlı/	3 (1.1) A	apparemment
	to appeal	/ə'pi:l/	5 (1.1) B	demander /
	applause	/əˈplɔ:z/	2 (2.5) H	applaudisse-
		-		ments
	approximate	/əˈprɒksɪmət/	1 (1.4) C	approximatif
	aquifer	/ˈækwɪfə*/	9 (2.4) D	nappe aquifère
	arguably	/ˈaːgju:əblɪ/	6 (1.1) A	on pourrait djre
				que
	arithmetic (adj.)	/arı0'mətik/	1 (1.1b)	arithmétique
	artery	/'a:tərɪ/	3 (2.1) B	artère
	asphyxiated	/əs'fıksıeıtıd/	5 (1.1) B	asphyxie
	to aspire	/əˈspaɪə/	11 (1.1) A	aspirer à
	to assert	/ə's 3: t/	1 (1.1) B	affirmer
	astonishing	/əˈstɒnɪʃɪŋ/	6 (1.1) A	étonnant
	atheroma	/ˈæθərəυmə/	3 (2.1) B	athérome
	attainable	/əˈteɪnəbl/	9 (2.1) B	réalisable
	attorney	/ə'tэ:nɪ/	7 (1.1) A	avocat
	auditorium	/men:c1'ıb:c\	2 (2.5) H	amphithéatre
	to avert	/ə' v ɜ:t /	5 (1.1) B	prévenir, écarter
	to be aware of	/br a'wea* av/	12 (4.1) C	être conscient
				de
	awe	/ɔ:/	4 (2.1) G	crainte mêlée
				d'admiration
	awesome	/ˈɔ:səm/	1 (3.1) H	terrifiant,
				redoutable
	В		U/E	The second second
	backpack	/'bækpæk/	4 (0.2)	sac à dos

		i in terminal	
В		U/E	
backpack	/ˈbækpæk/	4 (0.2)	sac à dos
backward	/ˈbækwəd/	12 (2.1) A	arriéré
back-up	/'bæk np/	10 (2.1)	de secours
bail	/beil/	7 (1.1) A	caution (sous caution)
to balance	/'bæləns/	1 (1.4) C	compenser, équilibrer
bandroll	/ˈbændrəʊl/	8 (4.1)	bande
banger (old car)	/ˈbæŋə*/	3 (1.1) A	tacot, vieux clou
to bar	/ba:*/	2 (2.5) H	exclure, interdire
bare (adj.)	/bea*/	1 (2.1) E	dépourvu (de), nu
bargain (good value)	/'ba:gɪn/	11 (3.1)	bonne affaire
bargain price	/'ba:gin prais/	11 (3.1)	prix réduits, avantageux
to barge in	/ba:d3 in/	2 (2.5) H	faire irruption
barrel	/ˈbærəl/	9 (2.1) B	baril
to barricade	/'bærɪ'keɪd/	3 (1.1) A	barricader
battered	/'bætəd/	3 (1.1) A	cabossé, délabré

take a battering	/teik ə'bætəriŋ/	2 (2.5) H	etre durement
to beam out (broadcast)	/bi:m aut/	7 (3.2) E	éprouvé diffuser
beating	/bi:tɪŋ/	7 (3.2) B	correction
bedrock	/'bedrok/	1 (3.1) H	base, fondation
(= foundation)	, 5521515	. (5)	3.000, 10.11.22.01.1
to belch	/beltf/	4 (1.1) B	vomir, cracher
benefactor	/'benɪfæktə*/	2 (2.5) H	bienfaiteur
beset with	/bɪˈset wɪð/	8 (1.1) A	assailli par/de,
			harcelé
to bestow	/bɪ ˈstəʊ/	6 (5.1)	accorder
to bill (publicise)	/bɪl/	4 (3.1) H	annoncer,
			présenter
biofuel	/'baiəv fjvəl/	9 (2.5)	biocarburant
to blare	/bleə*/	8 (3.1) F	jouer à plein
hla-4 -#		4 (4 4) D	volume
blast-off to blink	/'bla:st of/	4 (1.1) B Exam.	lancement
to bill ik	/blɪŋk/		cligner des
		prep. 1 (RC)	yeux
blockage	/blpkidʒ/	3 (2.1) B	obstruction
bluish	/'blu:1ʃ/	4 (1.1) A	bleuatre
blunder (n.)	/'blandə*/	4 (3.1) H	bourde
bolt (n.)	/bault/	11 (1.1) A	
(for a door)		,	
bond (n.)	/bond/	12 (4.1) C	lien
bondage	/'bondid3/	6 (5.1)	esclavage
bonnet (of a	/'bonit/	10 (1.2) A	capot
vehicle)			
book-keeping	/ˈbʊkˌkiːpɪŋ/	11 (2.1) B	comptabilité
to boost	/bu:st/	4 (1.1) B	augmenter,
hozahala	(0. 1. 1/		faire monter
borehole	/ˈbɔːhəʊl/	9 (2.4) D	trou de sonde
bottled-up	/'botld ap/	2 (2.1) E	refoulé
			refoulé boycottage,
bottled-up	/'botld ap/	2 (2.1) E 2 (2.3) G	refoulé
bottled-up boycott (n.)	/'dalad'/ /'dalad'/	2 (2.1) E	refoulé boycottage, boycott
bottled-up boycott (n.)	/'dalad'/ /'dalad'/	2 (2.1) E 2 (2.3) G	refoulé boycottage, boycott ouvrir une
bottled-up boycott (n.) to breach	/'dalad'/ /'dalad'/	2 (2.1) E 2 (2.3) G 4 (1.1) C	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée
bottled-up boycott (n.) to breach bright	/'dalad'/ /'dalad'/	2 (2.1) E 2 (2.3) G	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée
bottled-up boycott (n.) to breach bright (= intelligent)	/'botld Ap/ /'botkot/ /bri:tf/ /bratt/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent
bottled-up boycott (n.) to breach bright (= intelligent) to broaden	/'botld Ap/ /'botkot/ /bri:tf/ /braɪt/ /brɔ:dn/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth	/'botld ap/ /'botkot/ /bri:tf/ /bratt/ /bro:dn/ /broθ/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble	/'botld ap/ /'botkot/ /bri:tf/ /bratt/ /bro:dn/ /broθ/ /'babl/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group,	/'botld ap/ /'botkot/ /bri:tf/ /bratt/ /bro:dn/ /broθ/ /'babl/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal)	/'botld ap/ /'botkpt/ /bri:tf/ /brait/ /bro:dn/ /broθ/ /'babl/ /bantf/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group,	/'botld ap/ /'botkot/ /bri:tf/ /bratt/ /bro:dn/ /broθ/ /'babl/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy	/'botld ap/ /'botkot/ /bri:tf/ /brait/ /bro:dn/ /broθ/ /'babl/ /bantf/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 3 (1.1) A	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened	/'botld ap/ /'boikpt/ /bri:tf/ /brait/ /bro:dn/ /broθ/ /'babl/ /bantf/ /boi/ /'baidnd/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 3 (1.1) A	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened	/'botld ap/ /'boikpt/ /bri:tf/ /brait/ /bro:dn/ /broθ/ /'babl/ /bantf/ /boi/ /'baidnd/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 3 (1.1) A	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé être plein à
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened to burst butt (of a pistol)	/'botld ap/ /'botkpt/ /britf/ /bratt/ /brodn/ /brob/ /'babl/ /bantf/ /bsidnd/ /bast/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 3 (1.1) A 10 (1.2) A	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé être plein à craquer crosse (d'un pistolet)
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened to burst	/'botld ap/ /'botkpt/ /britf/ /bratt/ /bro:dn/ /broθ/ /'babl/ /bantf/ /bot/ /'baidd/ /baist/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 10 (1.2) A 2 (2.5) H Exam.	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé être plein à craquer crosse (d'un
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened to burst butt (of a pistol)	/'botld ap/ /'botkpt/ /britf/ /bratt/ /brodn/ /brob/ /'babl/ /bantf/ /bsidnd/ /bast/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 3 (1.1) A 10 (1.2) A	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé être plein à craquer crosse (d'un pistolet)
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened to burst butt (of a pistol)	/'botld ap/ /'botkpt/ /britf/ /bratt/ /brodn/ /brob/ /'babl/ /bantf/ /bsidnd/ /bast/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 10 (1.2) A 2 (2.5) H Exam.	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé être plein à craquer crosse (d'un pistolet)
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened to burst butt (of a pistol) bypass (n.)	/'botld ap/ /'botkpt/ /britf/ /bratt/ /brodn/ /brob/ /'babl/ /bantf/ /bsidnd/ /bast/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 10 (1.2) A 2 (2.5) H Exam. prep. 2 (8)	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé être plein à craquer crosse (d'un pistolet)
bottled-up boycott (n.) to breach bright (= intelligent) to broaden broth to bubble bunch (= a group, informal) buoy burdened to burst butt (of a pistol) bypass (n.)	/'botld ap/ /'botkpt/ /bristf/ /bratt/ /brodn/ /brob/ /'babl/ /bantf/ /bosidnd/ /basst/ /bat/ /'batpass/	2 (2.1) E 2 (2.3) G 4 (1.1) C 12 (2.3) B 12 (4.1) C 4 (2.1) E 3 (1.1) A 2 (2.5) H 5 (1.1) A 10 (1.2) A 2 (2.5) H Exam. prep. 2 (8)	refoulé boycottage, boycott ouvrir une brèche dans, faire une percée intelligent élargir bouillon bouillonner bande balise flottante accablé être plein à craquer crosse (d'un pistolet) rocade

camcorder	/'kæmkɔ:də*/	10 (3.1)	caméscope
canning (factory)	/ˈkænɪŋ/	12 (1.2)	conserverie
canteen	/kæn'ti:n/	2 (2.5) H	cantine
cap (contraceptive)	/kæp/	1 (3.3)	diaphragme
capsule (spacecraft)	/ˈkæpsjuːl/	4 (1.1) A	capsule
capsule (pill)	/ˈkæpsju:l/	Spec.	capsule, gélule
осрасно (р.ш)		Exam. 2 (1 RC 2)	oupouto, gottae
caravan	/ˈkærəvæn/	3 (1.1) A	caravane
carcass	/ˈkɑːkəs/	5 (1.1) B	carcasse
cardiac	/'ka:diæk/	3 (2.1) B	cardiaque
carefree	/ˈkeəfriː/	3 (1.1) A	sans souci
catalyst	/ˈkætəlɪst/	8 (2.1) D	catalyseur
cataract (eye	/ˈkætərækt/	5 (2.1)	cataracte
condition)			
cauldron	/ˈkɔ:ldrən/	3 (1.1) A	
census	/'sensəs/	1 (1.4) C	recensement
chaff	/'tʃa:f/	11 (1.1) A	balle, menue paille
chaotic	/kei'ptik/	10 (2.1) A	chaotique
charcoal	/ˈtjɑ:kəʊl/	11 (1.1) A	charbon
to charge	/tJa:dʒ/	7 (1.1) A	inculper
(with a crime)			(d'un crime)
to chase (recover a deb	/tʃeɪs/ it)	11 (2.1) B	recouvrer
to check (halt)	/tʃek/	1 (3.1) H	maîtriser
chill	/tʃɪl/	5 (2.2) E	fraîcheur
churchgoer	/'tʃɜ:tʃ،ɡəvə*/	4 (2.1) G	pratiquant
to clamp	/klæmp/	7 (3.2) E	serrer
clemency	/'klemənsı/	7 (3.2) B	clémence
clerical	/'klerikl/	11 (2.1) B	d'écriture (dans les comptes)
clerk of the court	/kla:k əv ðə kɔ:t/	7 (1 1) A	greffier
clip (n.)	/klip/	4 (0.2)	pince
clot (of blood)	/klpt/	3 (2.1) B	caillot
clumped	/'kl^mpt/	10 (2.1) A	groupé
(together)	, kintinpti	(=,	9.0000
to coagulate	/kəvˈægjvleɪt/	4 (2.1) E	coaguler
cobbled	/ˈkɒbld/	Spec.	pavé
		Exam. (3)	•
collapse (n)	/kəˈlæps/	2 (2.1) B	effondrement
to come to pass	/kʌm tə pa:s/	1 (1.1) A	arriver
to commandeer	/-kemon'dı>*/	5 (1.1) B	réquisitionner
commitment	/kəˈmɪtmənt/	1 (3.1) H	engagement
commuting	/kəˈmju:tɪŋ/	3 (1.1) A	trajets quotidiens pour se rendre
A A MARK A M	(In a series = 4 - 1.17	4 /0 4\ ! !	au travail
compatible with	/kəmˈpætəbl/	1 (3.1) H	compatible avec
to compel	/kəm'pel/	2 (2.5) H	obliger, contraindre
compelling	/kəm'pelɪŋ/	8 (1.1) A	envoûtant
compendious	/kəmˈpendɪəs/	6 (1.1) A	concis
competitive	/kəm'petətiv/	9 (2.3) C	concurrentiel
to compile	/kəm'paɪl/	Spec.	dresser, établir
		Exam.	
		2 (1 RC 1)	
a complex	/'kompleks/	9 (2.1) B	complexe
(industrial)			(industriel)

to compress	/kəm'pres/	Spec. Exam. 1 (B 2)	comprimer
compromise (n.) con (= disadvantag	/'kɒmprəmaiz/ /'kɒn/ e)	1 (3.1) H 10 (1.2) A	compromis désavantage
conceive (a child)		1 (3.1) H	concevoir
conceptual	/kənˈseptʃuəl/	1 (3.1) H	conceptuel
concession	/kənˈse∫n/	2 H	concession
condom	/ˈkɒndɒm/	1 (3.3)	preservatif
to confiscate	/'kpnfiskeit/	8 (4.1)	confisquer
conjugal	/ˈkɒndʒʊgl/	1 (3.1) H	conjugal
consistent with	/kənˈsɪstənt wið/	1 (3.1) H	en accord avec
constraint	/kənˈstreɪnt/	1 (3.1) H	contrainte
contingency	/kənˈtɪndʒənsı/	11 (1.1) A	fonds de
contingency	*	11 (121) //	secours
contraception	/kontrəˈsepʃn/	1 (3.3)	contraception
contraindication	/kontraindi'kei∫n		contre-
	,	Exam.	indication
		2 (1 RC 2)	
controversy	/ˈkpntrəvə:sɪ/	2 (2.5) H	controverse
convoy	/ˈkɒnvɔɪ/	3 (1.1) A	convoi
coordination	/kəv.ɔ:dɪˈneɪʃn/	5 (proj.	coordination
	•	task 1)	
coronary	/ˈkɒrənərɪ/	3 (2.1) B	infarctus
costly	/'kɒstlɪ/	5 (2.2) E	couteux
counsel	/'kaunsl/	7 (1.1) A	
(for the prosect	ution)	, - ,	procureur
(for the defence			avocat de la
			défense
counterpart	/'kauntəpa:t/	5 (2.2) E	homologue
countryman	/ˈkʌntrɪmən/	8 (1.5) C	compatriote
to cower	/'kavə*/	2 (2.1) C	se recroque-
			viller de peur
cradle (song)	/kreidl/	8 (1.1) A	berceuse
crammed	/kræmd/	10 A	bourre, bonde,
			plein a
			craquer
cramp	/kræmp/	3 (2.2)	crampe
cramped	/kræmpt/	4 (1.1) A	exigu
crash (adj.)	/kræ∫/	6 (0.1)	intensif
crass	/kræs/	2 (2.5) H	crasse
to cripple	/ˈkrɪpl/	9 (2.1) B	paralyser
to crop	/krop/	1 (1.1) B	cultiver,
(grow a crop)			produire une
		~ /4 4\ A	récolte
to cross-examine	/،krosigˈzæmin/	7 (1.1) A	faire subir un
			contre-inter-
orowning	(1)	0 /1 1\ A	rogatoire
crowning	/ˈkraʊnɪŋ/	8 (1.1) A	couronnement
crude crude oil	/kru:d/ /'kru:d ɔɪl/	11 (1.1) A 9 (0.1) A	rudimentaire pétrole brut
crude oil		9 (1.1) A	croûte, écorce
crust culture-wise	/krast/	10 (3.1)	pour ce qui est
Callate-Mi26	/ˈkʌltʃəwaɪz/	10 (3.1)	de la culture
currently	/ˈkʌrəntlɪ/	1 (1.4) C	actuellement
custody	/ˈkʌstədi/	7 (1.1) A	detention
customised	/ˈkʌstəmaɪzd/	5 (2.2) E	personnalise
		- () -	F 2.22

D		U/E	A STATE OF
decade	/'dekeid/	1 (1.6)	decennie
decay (n.)	/dı'keı/	10 (2.1) A	
decline (n.)	/di [*] klain/	1 (1.1) A	baisse, déclin
to decrease	/di:'kri:s/	1 (1.4)	diminuer
to dedicate	/'dedikeit/	6 (5.1)	dedier
defendant	/dıˈfendənt/	7 (1.1) A	inculpe
deficit	/'defisit/	1 (1.5) D	déficit
deformed	/dı'fə:md/	4 (3.1) H	difforme
defy	/di'fai/	2 (2.3) G	braver, defier
degasification degradation	/dıgæsıfı'keıʃn/ /.degrə'deıʃn/	5 (1.1) A 1 (2.1) E	dégazage dégradation
(of the soil)	/degra deljiv	1 (Z+1) L	degradation
degrading	/dı'greıdıŋ/	10 (3.1)	avilissant,
		- 4 · - 5	humiliant
to dehumidify	/di:hju:'mɪdɪfaɪ/	5 (1.2)	déshumidifier
to deliver	/dı'lıvə*/	2 (2.5) H	prononcer
(an address)		4 /4 4\ 4	(un discours)
demographer	/dr'mpgrəfə*/	1 (1.1) A	demographe
to deplete	/dt'pli:t/	9 (1.1) A	épuiser, diminuer
to depopulate	/ dilaminlant/	E /1 2\	Va I
to depopulate deregulation	/،di'popjvle≀t/ /،di:regjv'le≀∫n/	5 (1.2) 5 (1.2)	dépeupler dérégulation,
deregulation	Adia egjo letj iv	3 (1.2)	déréglemen-
da a a da ad	7 TIL	40 (0.4)	tation
deserted	/dı'za:tıd/	10 (2.1)	desert
to designate detector	/'designeit/	1 (1.4) C	choisir détecteur
to deter	/dı'tektə*/ /dı'ta:*/	4 (2.1) E	dissuader
to deter	/di'miniʃ/	7 (3.2) C 1 (2.1) E	diminuer
dingy (adj.)	/ˈdɪndʒɪ/	Spec.	miteux
amgy (auj.)	, amaji	Exam.	micux
		2 (1 RC 1)	
disaffected	/disə'fektid/	2 (2.1) E	hostile,
		` '	mécontent
discarded	/dɪˈska:dɪd/	11 (1.1) A	mis au rebut
to discriminate	/di'skrimineit/	2 (1.1) A	établir une
			discrimination
			envers
to disgorge	/dis'go:dʒ/	5 (1.1) A	déverser,
			cracher
disparity	/dı'spærətı/	1 (1.5) D	disparité
dispensing	/dı'spensıŋ/	Spec.	du pharmacien
		Exam.	
diantesed	/41-1/	2 (1 RC 2)	
displaced	/dis'pleist/	5 (2.4)	(personne)
(person)	/mm_duale.las/	0 (4.1)	déplacée
on display	/on dis'plei/	8 (4.1)	en étalage
disproportionate to disrupt	/disprə'po:fnət/ /dis'rʌpt/	7 (2.1)	disproportionné perturber
to disseminate	/disrapu /di'semineit/	9 (1.1) A 12 (4.1) C	perturber diffuser,
to disserimate	rai semilicit	12 (4.1) 0	propager
dissemination	/dɪ.semɪˈneɪʃn/	1 (3.1) H	diffusion,
3.555mmation	, anseim neigh	. (3.1)11	propagation
to dissipate	/'disipeit/	4 (1.1) A	dissiper
distinct	/di'stinkt/	2 (1.1) A	distinct
distressing	/di'stresin/	6 (4.1) B	navrant,
J	•	, ,	affligeant
distributor	/dɪˈstrɪbjʊtə*/	11 (2.1) B	
ditch	/dɪtʃ/	10 (2.1) A	
		•	

to dock Alabk Alah Alah D amarrer driange driemidy Alah D amarrer driegous Alaba Alah Alah Alah Alaba					1			
deadlocks	-					-		•
drambeat	drainage	/'dreinid3/	1 (3.1) H	170		_	, ,	•
Cheveux à la rasta Cheveux à la cheveux à la rasta Cheveux à la ra				-				
dumbeat	dreadlocks	/'dredloks/	6 (3.1)					
extra-mural /ekstra-myuara/ /ekstra-myuara				•	to extol	/ık'stəʊl/	•	vanter
dung /duny /duny 3 (1.1) A furnier 1 (1.1) A résistant, solide vidual / (4.ast/ 9 (2.1) B pousière extra-terrestrial /ekstra ta'restrail / /ekstrainst/ 2 (2.1) B extrémiste extremist / //extrail / //extrail //e				•				
dung	drumbeat	/'drambi:t/	8 (2.2)		extra-mural	/iekstrə/mjuərəl/	12 (4.1) C	
durable								
dwindle	•	•						•
Available							4 (2 () =	
E				•				
Part	dwindle	/'dwindl/	1 (2.2) G	diminuer				
Prep. Prep. Prep.						-		
Prep. Prep. Prep. Prep.	E las Itali	State of the state of	U/E		eyelash	/'aılæ∫/		cil
Clobe eager to				4			•	
earthworks //s:@wszks/ 1 (2.1) E terrassement economist //konomist/ 2 (2.1) A expulsion legication //dyck[r/r] 2 (2.1) B economiste economist //kinamist/ 2 (2.1) B economiste (a kill) //kimment/ 2 (2.1) B effirmier, supprimer emancipation //mbizrad/ 10 (2.1) A portant un blason to emblazoned //mbizrad/ 10 (2.1) A portant un blason to embody //mbodu/ 6 (3.1) F incarner emerald (adj.) //emarold/ 10 (2.1) A (vert) emeraude eminent //marun/ 5 (2.1) B ernachezione eminent //marun/ 5 (2.1) A d'utilisation finale in to enace //may //mipoka/ 5 (2.2) E promujquer for to enadeavour //m deva*/ 12 (4.1) C s'efforcer de engager //mgetdy enrichment //mirul/mont/ 2 (2.5) H s'insorire to enate //miravl/ 4 (3.1) H exiger, entity to entity //miravl/ 2 (2.1) A entité to entity //miravl/ 4 (3.1) F ancré to entity //miravl/ 4 (3.1) F ancré entity //miravl/ 4 (3.1) F ancré to entity //miravl/ 4 (3.1) A émployer for entity //miravl/ 4 (3.1) A émployer for entity //miravl/ 4 (3.1) F ancré to flourish //marl/ 9 (1.1) A prospérer to enumerate //miravl/ 4 (2.1) E évoluer exosul //miravl/ 4 (2.1) E évoluer exosul //miravl/ 4 (2.1) E évoluer formative formative //miravl/ 4 (2.1) E évoluer exosul //miravl/ 4 (2.1) E évoluer formative //miravl/ 1 (1.1) A depisser, value exception //miravl/ 4 (2.1) E évoluer formative //miravl/ 4 (2.1) F los exception //miravl/ 7 (2.1) A exception to excuded //miravl/ 7 (2.1) A exception to excuded //miravl/ 7 (2.1) A exception to exclude //miravl/ 7 (2.1) A exception to exception //miravl/ 7 (2.1) A exception to exclude //miravl/ 7 (2	•	_	6 (2.1)				1 (RC)	
earthworks /*s/ewasks/ 1 (2.1) E terrassement economist faculty /*faklti/ 2 (2.5) H corps ejection /*f/sckfr//* 2 (1.1) A expulsion faculty /*faklti/ 3 (2.1) B pêt à corps (= kill)	(to be eager to)		·				
				=-	F Hallman		U/E	
ejection								
faint fain					,		2 (2.5) H	•
(= kill)	•					•	- /	8 8
emancipation emblazoned /i.m.enst/pet/fn/ (fire) betzend/ 6 (5.1) emancipation botance fallow (adj.) /fallow (adj.		/ɪˈlɪmɪneɪt/	2 (2.1) B			/teint/	3 (2.1) B	.00
emblazoned /im'bleiznd/ 10 (2.1) A portant un blason fallow (adj.) / fallow (adj.) / fallow (adj.)				4	(to feel)			
to embody / im'bodi/ 8 (3.1) F incamer emerald (adj.) / 'emarald/ 10 (2.1) A (vert) émeraude eminent / 'eminant/ 5 (2.2) E promulguer fateful / 'feitfl/ 12 (2.1) A décisif fateful / 'feitfl/ 12 (2.1) A décisif fateful / 'feitfl/ 12 (2.1) B gras décenules / 'eminant/ 5 (2.2) E promulguer fateful / 'feitfl/ 12 (2.1) B gras défectueux défectueux / 'm'akt/ 5 (2.2) E promulguer fassibility / 'folti/ 4 (1.1) A décisif fateful / 'feitfl/ 12 (2.1) B gras défectueux / 'm'akt/ 5 (2.2) E promulguer fassibility / 'folti/ 4 (1.1) A désectueux / 'm'akt/ 5 (2.2) E promulguer fassibility / 'folti/ 4 (1.1) A désectueux / 'm'akt/ 5 (2.2) E promulguer fassibility / 'folti/ 4 (1.1) A faisabilité fertility / 'folti/ 5 (1.1) A fidelité foltion / 'folti/ 5 (1.1) A fidelité fidelity /folti/ 5 (1.1) A fidelité fidelity /folti/ 5 (1.1) A fidelité fidelity /folti/ 5 (1.1) A fidelité finale fidelity /folti/ 5 (1.1) A fidelité fidelity /folti/ 5 (1	•							37
to embody	emblazoned	/ım'bleıznd/	10 (2.1) A	•	, , ,			•
emerald (adj.) /'emrand/ 10 (2.1) A (vert) émeraude éminent fateful /'fettl/ 3 (2.1) B gras to enact /'inæk// 5 (2.2) E promujuer faulty fatty /'fettl/ 3 (2.1) B gras to enact /'inæk// 5 (2.2) E promujuer faulty fatty /'fetblt/ 4 (1.1) A defectueux to endeavour /in'deva*/ 12 (4.1) C s'efforcer de engager, fictious fictifility /'farbaglass/ 9 (2.3) C fibre de verre fibre flas fibre de verre fibre flas f				-	a far cry from	/ə fa: kraı frəm/	12 (2.3) B	ce n'est pas du
eminent /'eminent 6 (2.1) éminent fatty /'fatt/ 3 (2.1) B gras to enact /'nakt/ 5 (2.2) E promulguer finale faulty /'folti/ 4 (1.1) A défectueux end-use /'end jus/ 9 (1.1) A (1.1) A défectueux défectueux to endeavour /in'deva*/ 12 (4.1) C s'efforcer de engager, finale fibre glass /'fatbaglois/ 9 (2.3) C fibre de verre (take on staff) 11 (1.1) A employer ficitious /'fik'tijas/ 1 (1.4) C fibre de verre enrichment /in'retil/ 2 (2.5) H s'inscrire fictitious /'fik'tijas/ 1 (1.4) C fibre de verre fictitious //fik'setjn/ 1 (1.4) C fibre de verre fictitious /'fik'tijas/ 1 (1.4) C fibre de verre fictitious //fik'setjn/ 1 (1.1) A (2.1) K fidelité enrichissement //intell/ 4 (2.1) K 4 (2.1) K entity //entit/ 2 (1.1)		/ımˈbɒdɪ/						
to enact // inækt/	emerald (adj.)	/ˈemərəld/						décisif
end-use	eminent	/'eminənt/		éminent	fatty	/ˈfætɪ/		· 17
to endeavour /in'deva*/ 12 (4.1) C s'efforcer de to engage /in'geidy engager, (take on staff)	to enact	/ɪˈnækt/			•			
to endeavour /in'deva*/ to engage /in'geidy' 11 (1.1) A employer fictitious /fik'tɪʃəs/ 1 (1.4) C fictif fidelity /fidelati/ 1 (3.1) H fidélité enrichment /in'rɪtʃməni/ 12 (4.1) C enrichissement fice (ine (n.) /faɪn/ 7 (1.1) A amende fixation /fik'seɪʃn/ 4 (2.1) F fixation to entail /in'teɪl/ 4 (3.1) H exiger, nécessiter entity /'entɪti/ 2 (1.1) A entité to filox /filoxs/ 4 (2.1) E ballon, fiole entity /'envər/ 4 (1.1) C envoyé, erosion /i'rəvɪn/ 4 (1.1) C envoyé, erosion /i'rəvɪn/ 4 (1.1) C envoyé, erosion /i'rəvɪn/ 2 (1.1) A entité envoy /'envər/ 4 (1.1) C envoyé, erosion /i'rəvɪn/ 2 (2.1) E érosion to erupt /i'rəyb/ 2 (2.1) C éctater estimate (n.) /'estɪmət/ 6 (1.1) A devis etto exceed /ik'sid/ 6 (1.1) A depasser, exceder exception /ik'seɪʃn/ 1 (1.5) D exception excluding /ik'skluxdin/ 7 (2.1) excréments / 7 (2.1) erosion to excudude /ik'skluxdin/ 7 (2.1) excréments / 7 (2.1) excréments / 1 (2.1) F idelity /fidelati/ 1 (1.4) C fictif fidelity /fidelati/ 1 (1.4) C fictif fidelati/ 1 (1.4) C fictif f	end-use	/'end ju:s/	9 (1.1) A	d'utilisation	•	/ˌfiːzəˈbɪlətɪ/		
to engage /ɪnˈgeɪdy/					fertility	/fəˈtɪlətɪ/		
(take on staff) enrichment /in'ritJmənt/ to enrol /in'rəɔl/ 2 (2.5) H s'inscrire to enrol /in'rəɔl/ 2 (2.5) H s'inscrire to entail /in'teil/ 4 (3.1) H exiger, nécessiter entorenched /in'trentJt/ 8 (3.1) F ancré to enumerate /inju:mareit/ 8 (1.1) A énumérer four envoy /'envol/ 4 (1.1) C envoyé, erosion /ir'avan/ 1 (2.1) E érosion /ir'avan/ 1 (2.1) E érosion /ir'avan/ 1 (2.1) E érosion /ir'avan/ 1 (2.1) E évoluer estimate (n.) /'estimat/ 6 (1.1) A dépasser, exception /ir'skiluid/ 9 (1.1) A fenderie exception /ir'skiluid/ 9 (1.1) A cépuser, excéder exception /ir'skiluid/ 9 (1.1) A cépuser, excéder excerement /'ekskrimənt/ 7 (2.1) excréments /'ekskrimənt/ 7 (2.1) excréments /'fixelou/ /'f	to endeavour	/ɪnˈdevə*/	12 (4.1) C	s'efforcer de	_	/'faɪbəglɑ:s/	9 (2.3) C	
errichment to enrol /in'ritJməni/ 2 (4.1) C errichissement to enrol /in'rəvi/ 2 (2.5) H s'inscrire to entail /in'teti/ 4 (3.1) H exiger, nécessiter entity /'entiti/ 2 (1.1) A entité to enumerate /in'ju:məreti/ 8 (3.1) F ancré to enumerate /in'ju:məreti/ 8 (3.1) F ancré to enumerate /'enzam/ 2 (1.1) A enveyé, représentant enzyme /'enzam/ 2 (1.1) A enzyme erosion /i'rəvgi/ 1 (2.1) E érosion to evolve /i'ròpiv/ 4 (2.1) E évoluer to evolve /i'ròpiv/ 4 (2.1) E évoluer exact /ig'zæki/ 5 (1.4) D exact to excedd /ik'si:d/ 6 (1.1) A dépasser, excéder exception to excluding /ik'sklu:din/ 1 (1.4) C antité to enroy /'eskirmənt/ 7 (2.1) excréments //ekskrimənt/ 7 (2.1) excréments //ekskrimənt/ 7 (2.1) excréments //ekskrimənt/ 7 (2.1) excréments //excréments //excréments //ekskrimənt/ 7 (2.1) excréments //excréments //excrém	to engage	/ɪnˈgeɪdʒ/				/ˈfɪk'tɪ∫əs/		
to enrol /in'rəul/ 2 (2.5) H s'inscrire to entail /in'teil/ 4 (3.1) H exiger, nécessiter entity /'entiti/ 2 (1.1) A entité to flap about //a 'flask/ /floisk/ 4 (2.1) E ballon, fiole to flick /flik/ 9 (1.1) A appuyer sur to flourish /'flarif/ 9 (1.1) A appuyer sur to flourish /'flarif/ 9 (1.1) A prospérer to enumerate /i'njuiməreit/ 8 (1.1) A énumérer envoy /'envoi/ 4 (1.1) C envoyé, représentant epoxy /'envai/ 9 (2.3) C époxyde forensic /firayin/ 1 (2.1) E érosion //irayin/ 1 (2.1) E érosion to erupt /'irapt/ 2 (2.1) C éclater to evolve /i'vplok/ 1 (3.1) H éthos social /'ifbos/ 1 (3.1) H éthos to evolve //i'vplok/ 4 (2.1) E évoluer to evolve //i'vplok/ 5 (1.4) D exact to exceed //ik'si:d/ 6 (1.1) A dépasser, excéder exception to exclude //ik'skluidin/ 1 (1.4) C excéder exception //ik'skluidin/ 9 (1.1) A exceréments //ekskrimənt/ 7 (2.1) excréments	(take on staff)				fidelity			fidélité
to entail /in'teil/ 4 (3.1) H exiger, nécessiter entity /'entiti/ 2 (1.1) A entité to flick /flüsk/ 9 (1.1) A appuyer sur to enumerate /in'jumareit/ 8 (3.1) F ancré to enumerate /'envoi/ 4 (1.1) C envoyé, représentant envoy /'envoi/ 9 (2.1) A enzyme epoxy /'ipoksi/ 9 (2.3) C époxyde erosion /ir'augn/ 1 (2.1) E érosion to evolve /ir'yolv/ 4 (2.1) E évoluer exact /ig'zækt/ 5 (1.4) D exact /ig'zækt/ 5 (1.4) D exact /ig'zækt/ 5 (1.4) D exact forlight /'formativ/ excéder exception /ik'skluidin/ /ik'skluidin/ 1 (1.4) C excéments /'ekskrimant/ 7 (2.1) excréments /'ekskrimant/ 7 (2.1) excréments /'ekskrimant/ 7 (2.1) excréments /'ekskrimant/ 7 (2.1) excréments /'elwood* /'figualwod/ 1 (2.1) F boils combustible //figualwod/ 1 (2.1) F boils combustible	enrichment	•			` '			
Part	to enrol	/luer'nı\	2 (2.5) H	s'inscrire				
entity /'entiti/ 2 (1.1) A entité to flick /flik/ 9 (1.1) A appuyer sur entrenched /in'trent ft/ 8 (3.1) F ancré to enumerate /i'nju:mareit/ 8 (1.1) A énumérer envoy /'envoi/ 4 (1.1) C envoyé, représentant epoxy /'i'poksi/ 9 (2.3) C époxyde erosion /i'raugn/ 1 (2.1) E érosion to erupt /i'rapt/ 2 (2.1) C éclater to evolve /i'volv/ 4 (2.1) E évoluer exact /ig'zækt/ 5 (1.4) D exact to exceed /ik'sid/ 6 (1.1) A dépasser, excéder exception /ik'sepfin/ 1 (1.5) D exception to exclude /ik'sklu:din/ 1 (1.4) C à l'exclusion de, sauf excrement /'ekskrimant/ 7 (2.1) excréments envoy /'in'trent ft of enumérer flurry /'flarrif/ 9 (1.1) A appuyer sur to follow-in (in'larrif/) 9 (1.1) A prospérer to follow-in (in'larrif/) 5 (2.1) branle-bas follow-in (in'larrif/) 5 (2.1) br	to entail	/ɪnˈteɪl/	4 (3.1) H	- 63	•	-		
entrenched /in'trentft/ 8 (3.1) F ancré to enumerate /i'nju:mərett/ 8 (1.1) A énumêrer envoy /'envɔɪ/ 4 (1.1) C envoyé, représentant epoxy /i'poksɪ/ 9 (2.3) C époxyde erosion /i'rəʊʒn/ 1 (2.1) E érosion to erupt //rxpt/ 2 (2.1) C éclater estimate (n.) /'estimət/ to evolve /i'volv/ 4 (2.1) E évoluer exact /ɪg'zækt/ 5 (1.4) D exact /ɪg'zækt/ 6 (1.1) A dépasser, excéder exception to exclude /ik'sklu:din/ 1 (1.4) C a l'exclusion de, excrement /'ekskrimənt/ 7 (2.1) excréments /'climaty / 7 (2.1) excréments // full wood // figu:lwod/ // fig				151				ballon, fiole
to enumerate // 'nju:mareit/ 8 (1.1) A énumérer envoy // envoir/ 4 (1.1) C envoyé, représentant enzyme // enzam/ 2 (1.1) A enzyme focal // foult/ follow-up (adj.) // folav 'Ap/ 5 (2.2) E visite de contrôle footprint // fotprint/ 4 (1.1) C empreinte footprint // fotprint/ 7 (1.1) A perdre to erupt // 'rapt/ 2 (2.1) C éclater estimate (n.) // estimat/ 6 (1.1) A devis ethos (social) // 'i:fos/ 1 (3.1) H éthos formative // formativ/ 9 (2.1) B quinzaine to exceed // tk'si:d/ 6 (1.1) A dépasser, excéder exception // k'sklu:dn/ 1 (1.5) D exception to exclude // // k'sklu:dn/ 1 (1.4) C à l'exclusion de, sauf excrement // ekskrimant/ 7 (2.1) excréments formats formative // formativ	•	/'entiti/		entité				• • •
envoy /'envoi/ 4 (1.1) C envoyé, représentant follow-up (adj.) /'folav 'Ap/ 5 (2.2) E visite de contrôle follow-up (adj.) /'folav 'Ap/ 5 (2.2) E visite de contrôle follow-up (adj.) /'folav 'Ap/ 5 (2.2) E visite de contrôle follow-up (adj.) /'folav 'Ap/ 5 (2.2) E visite de contrôle forension //forensic /forensic /fo	entrenched			ancré	to flourish			
représentant représentation représentant représentation re	to enumerate	•			•			
enzyme /'enzam/ 2 (1.1) A enzyme footprint /'futprint/ 4 (1.1) C empreinte epoxy /ripoksr/ 9 (2.3) C époxyde forensic /fə'rensık/ 5 (1.4) D légal to forfeit /'fɔ:fɪt/ 7 (1.1) A perdre to erupt /rirʌpt/ 2 (2.1) C éclater estimate (n.) /'estɪmət/ 6 (1.1) A devis (work metal) formative /'fɔ:mətɪv/ 8 (1.5) C formateur to evolve /rivplv/ 4 (2.1) E évoluer formulation //fɔ:mpivleɪʃn/ 4 (2.1) F élaboration exact /rg'zækt/ 5 (1.4) D exact foundry /'fɔ:mətɪv/ 9 (2.1) B quinzaine to exceed /rk'si:d/ 6 (1.1) A dépasser, excéder exception /rk'sklu:d/ 9 (1.1) A exclure excluding /rk'sklu:dn/ 1 (1.4) C à l'exclusion de, sauf frenzy /'frenzı/ 10 (2.1) A frénésie, activité fuelwood //fju:əlwud/ 1 (2.1) F bois combustible	envoy	/'envɔɪ/	4 (1.1) C					
epoxy /ɪ'poksi/ 9 (2.3) C époxyde forensic /fɔ'rensik/ 5 (1.4) D légal to forfeit /'fɔ:fɪt/ 7 (1.1) A perdre to erupt /ɪ'rʌpt/ 2 (2.1) C éclater estimate (n.) /'estɪmət/ 6 (1.1) A devis ethos (social) /'i:θos/ 1 (3.1) H éthos formative /'fɔ:mətɪv/ 8 (1.5) C formateur formulation //fɔ:mətɪv/ 8 (1.5) C formateur formulation //fɔ:mətɪv/ 9 (2.1) F élaboration fortnight /'fɔ:tɪnaɪt/ 9 (2.1) B quinzaine foundry /'fɔtɪnaɪt/ 9 (2.1) B quinzaine to exception /ɪk'sepʃn/ 1 (1.5) D exception exclude /ɪk'sklu:diŋ/ 1 (1.4) C å l'exclusion de, sauf frenzy /'frenzı/ 10 (2.1) A frénésie, activitě fuelwood /'fɔu:əlwud/ 1 (2.1) F bois combustible				•		•		
erosion /iˈrəʊʒn/ 1 (2.1) E érosion to erupt /iˈrʌpt/ 2 (2.1) C éclater estimate (n.) /ˈestɪmət/ 6 (1.1) A devis (work metal) formative /ˈfɔ:mətɪv/ 8 (1.5) C formateur to evolve /ɪ'vɒlv/ 4 (2.1) E évoluer formulation //fɔ:mjv'leɪʃn/ 4 (2.1) F élaboration exact /ɪgˈzækt/ 5 (1.4) D exact foundry /ˈfɔ:tnaɪt/ 9 (2.1) B quinzaine to exceed /ɪkˈsiːd/ 6 (1.1) A dépasser, excéder exception /ɪkˈsepʃn/ 1 (1.5) D exception to exclude /ikˈskluːd/ 9 (1.1) A exclure excluding /ikˈskluːdn/ 1 (1.4) C å lˈexclusion de, sauf excrement /ˈekskrɪmənt/ 7 (2.1) excréments fuelwood /ˈfɪjuːəlwɒd/ 1 (2.1) F bois combustible	enzyme			•				10 ·
to erupt /i'rʌpt/ 2 (2.1) C éclater estimate (n.) /'estɪmət/ 6 (1.1) A devis (work metal) formative /'fɔ:mətɪv/ 8 (1.5) C formateur formulation //fɔ:mjv'leɪʃn/ 4 (2.1) F élaboration fortnight /'fɔ:tnaɪt/ 9 (2.1) B quinzaine foundry /'faundrı/ 11 (1.1) A fonderie exception /ik'sepʃn/ 1 (1.5) D exception exclude /ik'sklu:din/ 1 (1.4) C å l'exclusion de, sauf excrement /'ekskrɪmənt/ 7 (2.1) excréments full full devis (work metal) formative /'fɔ:mətɪv/ 8 (1.5) C formateur formulation //fɔ:mjv'leɪʃn/ 4 (2.1) F élaboration fortnight /'fɔ:tnaɪt/ 9 (2.1) B quinzaine foundry /'faundrı/ 11 (1.1) A fonderie to fray //freɪ/ 2 (2.5) H craquer tempers began to fray les gens commencèrent à s'énerver frenzy /'frenzı/ 10 (2.1) A frênésie, activité fuelwood /'fju:əlwvd/ 1 (2.1) F bois combustible		-						-
estimate (n.) /'estimat/ 6 (1.1) A devis ethos (social) /'i:\text{0ss/} 1 (3.1) H \text{ \text{ethos}} to evolve /i'vplv/ 4 (2.1) E \text{ \text{evoluer}} exact /ig'z\text{z\text{kt/}} 5 (1.4) D \text{ \text{exact}} to exceed /ik'si:\text{d/} 6 (1.1) A \text{d\text{epasser,}} exception /ik'sepfn/ 1 (1.5) D \text{exception} to exclude /ik'sklu:\text{d/} 9 (1.1) A \text{excelure} excluding /ik'sklu:\text{d/} 1 (1.4) C \text{a l'exclusion de,} excrement /'ekskrimant/ 7 (2.1) excr\text{ements} (work metal) (work metal) (formative /'formativ/ d'formativ/ 4 (2.1) F \text{elaboration} formulation //formjv'letfn/ 4 (2.1) F \text{elaboration} foundry /'faundri/ 11 (1.1) A \text{fonderie} foundry /'frei/ 2 (2.5) H \text{craquer} tempers began to fray tempers began to fray menc\text{erent \text{\text{empers pers commence}} frenzy /'frenzi/ 10 (2.1) A \text{fren\text{eise}}, activit\text{\text{eel}} frenzy /'fguralwod/ 1 (2.1) F \text{ bois combustible}							, ,	
ethos (social) /'i:fbs/ 1 (3.1) H éthos formative /'fɔ:mətɪv/ 8 (1.5) C formateur to evolve /i'vɒlv/ 4 (2.1) E évoluer formulation //fɔ:mjv'leɪʃn/ 4 (2.1) F élaboration exact /ɪg'zækt/ 5 (1.4) D exact foundry /'fɔ:tnatt/ 9 (2.1) B quinzaine to exceed /ɪk'si:d/ 6 (1.1) A dépasser, excéder exception /ɪk'sepʃn/ 1 (1.5) D exception to exclude /ɪk'sklu:d/ 9 (1.1) A exclure excluding /ɪk'sklu:din/ 1 (1.4) C å l'exclusion de, sauf excrement /'ekskrɪmənt/ 7 (2.1) excréments formative /'fɔ:mətɪv/ 8 (1.5) C formateur formulation //fɔ:mətɪv/ 9 (2.1) F élaboration fortnight /'fɔ:mətɪv/ 9 (2.1) B quinzaine foundry /'favndrı/ 11 (1.1) A fonderie to fray //freɪ/ 2 (2.5) H craquer tempers began to fray s'énerver frenzy /'frenzɪ/ 10 (2.1) A frénésie, activité fuelwood /'fju:əlwvd/ 1 (2.1) F bois combustible	•	-			•	/'fo:d3/	11 (1.1) A	forger
to evolve /i'volv/ 4 (2.1) E évoluer formulation /ˌfɔɪmjv'leɪʃn/ 4 (2.1) F élaboration exact /ɪgˈzækt/ 5 (1.4) D exact fortnight /ˈfɔttnaɪt/ 9 (2.1) B quinzaine foundry /ˈfaundrɪ/ 11 (1.1) A fonderie exception /ɪkˈsepʃn/ 1 (1.5) D exception exclude /ɪkˈskluːd/ 9 (1.1) A exclure excluding /ɪkˈskluːdn/ 1 (1.4) C å lˈexclusion de, sauf excrement /ˈekskrɪmənt/ 7 (2.1) excréments formulation /ˌfɔɪmjv'leɪʃn/ 4 (2.1) F élaboration fortnight /ˈfɔttnaɪt/ 9 (2.1) B quinzaine foundry /ˈfaundrɪ/ 11 (1.1) A fonderie to fray //freɪ/ 2 (2.5) H craquer tempers began to fray mencèrent à s'énerver frenzy /ˈfrenzɪ/ 10 (2.1) A frénésie, activité fuelwood /ˈfjuːəlwɒd/ 1 (2.1) F bois combustible	, ,				,			
exact /igˈzækt/ 5 (1.4) D exact fortnight /ˈfɔ:tnaɪt/ 9 (2.1) B quinzaine to exceed /ikˈsi:d/ 6 (1.1) A dépasser, exception /ikˈsepʃn/ 1 (1.5) D exception to exclude /ikˈskluːd/ 9 (1.1) A exclure excluding /ikˈskluːdn/ 1 (1.4) C å lˈexclusion de, excrement /ˈekskrɪmənt/ 7 (2.1) excrements fortnight /ˈfɔ:tnaɪt/ 9 (2.1) B quinzaine foundry /ˈfavndrɪ/ 11 (1.1) A fonderie to fray /ˈfreɪ/ 2 (2.5) H craquer tempers began to fray /ˈfrenzɪ/ 10 (2.1) A frēnésie, activitě frenzy /ˈfrenzɪ/ 10 (2.1) A frēnésie, activitě	•							
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to exclude /ik'sklu:d/ 9 (1.1) A exclure to fray mencèrent å excluding /ik'sklu:din/ 1 (1.4) C å l'exclusion de, sauf frenzy /'frenzi/ 10 (2.1) A frénésie, activité excrement /'ekskrimənt/ 7 (2.1) excréments fuelwood /'fju:əlwud/ 1 (2.1) F bois combustible					•		2 (2.5) H	•
excluding /ik'sklu:diŋ/ 1 (1.4) C å l'exclusion de, s'énerver frenzy /'frenzi/ 10 (2.1) A frénésie, activité excrement /'ekskrimənt/ 7 (2.1) excréments fuelwood /'fju:əlwud/ 1 (2.1) F bois combustible	•	-						
sauf frenzy /'frenzi/ 10 (2.1) A frénésie, activité excrement /'ekskrimant/ 7 (2.1) excréments fuelwood /'fju:alwod/ 1 (2.1) F bois combustible					to fray			
excrement /'ekskrɪmənt/ 7 (2.1) excrements fuelwood /'fju:əlwvd/ 1 (2.1) F bois combustible	excluding	/ık'sklu:dıŋ/	1 (1.4) C					
			- 45	61	•			
executioner //eksi'kju:jnə*/ 7 (3.2) B bourreau to fulfil oneself /tə fulfil wʌn'self/ 6 (5.1) se réaliser								
	executioner	/.eksi'kju:ʃnə*/	7 (3.2) B	bourreau	to fulfil oneself	/tə ful'fil wan'self/	6 (5.1)	se réaliser

fulfilment functional funk (pop music) furring up	/ful'filmənt/ /'fʌŋkʃnl/ /'fʌŋk/ /fɜːrɪŋ 'ʌp/	3 (1.1) A 2 (1.1) A 8 (3.1) F 3 (2.1) C	realisation fonctionnel musique funk entartrage	hormone hotch potch hovercraft	/ˈhɔ:məun/ /ˈhɒtʃpɒtʃ/ /ˈhɒvəkrɑ:ft/		hormone mélange aéroglisseur
G	Witness P.	U/E		to humble to humiliate	/ˈhʌmbl/ /hjuːˈmɪlɪeɪt/	6 (5.1) 2 (2.3)	rendre humble humilier
to gamble	/'gæmbl/	3 (2.1) C	jouer	to numate	/iiju: iiiiiicio	2 (2.3)	(mortifier)
gang	/ˈgæŋ/	7 (2.1)	bande, gang	to hurtle	/ˈhɜːtl/	10 (2.1) A	
gap	/'gæp/ /'gæs/	11 (2.1) B 2 (2.1) D	écart asphyxier au gaz	hydroelectric	/haɪdrəv-ɪ'lektrɪk/	9 (0.1)	hydroelectrique
to gas gas mask	/gæs/ /'gæs 'ma:sk/	5 (1.4) D	masque à gaz				
gauge (instrument)	/'geid3/	4 (0.2)	jauge	10000		U/E	
to be geared	/tə bi 'giəd tɔ:dz/	12 (2.1) A	17471	ideology	/aidi'plədʒɪ/	1 (3.1) H	idéologie
towards gender	/'dʒendə*/	6 (5.1)	s'adresser à genre	ignoble to immerse	/ɪgˈnəʊbl/ /ɪˈmɜ:s/	2 (1.1) A 10 (2.1) A	infame plonger
genocidal	/'dzenəvsaidl/	2 (2.1) B	genocide	impact	/'impækt/	10 (2.1) A	
genuine	/ˈdʒenjvɪn/	2 (2.5) H	sincere, vrai	to impede	/ım'pi:d/	1 (2.1) F	entraver, gener
geometric	/،dʒɪəʊˈmetrɪk/	1 (1.1) A	géométrique	to implant	/ɪmˈplɑ:nt/	6 (5.1)	implanter
geyser	/'gi:zə*/	9 (2.4) D	geyser	implement (n.)	/'ımplımənt/		instrument, outil
ghetto	/'getəʊ/	6 (3.1)	ghetto	to impose	/ɪmˈpəʊz/	1 (3.1) H	imposer
ghettology - made			ghettologie -	inaccurate	/ɪnˈækjʊrət/	1 (1.4) C	inexact
up word 'study			'étude des	inalienable	/in'eiljənəbl/	6 (5.1)	inalienable
of the ghetto'	(!=!===/	10 (2.1) A	ghettos'	inappropriate	/inəˈprəuprɪət/	5 (1.1) B	qui n'est pas
to glisten global	/'glisn/ /'gləubl/	1 (1.5) D	mondial	incident	/'insident/	5 (1.1) A	approprié incident
to grab (metaph.)	_	5 (2.2) E	saisir, accaparer	to incorporate	/in'ko:pəreit/	8 (1.1) A	incorporer
graft (n.)	/gra:ft/	5 (1.1) B	greffe	indiscriminate	/indi'skriminət/	5 (1.1) B	à tort et à travers
(skin graft)	J	` ,		to indulge in	/ɪnˈdʌldʒ ɪn/	10 (3.1)	se livrer a
grenade	/grə'neɪd/	2 (2.1) C	grenade	industrialised	/in'dastriəlaizd/	1 (1.5) D	industrialisé
grim	/grtm/	2 (2.5) H	dur	inevitable	/ın'evıtəbl/	10 (3.1)	inévitable
grotesque	/grəv'tesk/	7 (3.2) B	grotesque	infrastructure	/'infrə.strʌktʃə*/	1 (3.1) H	infrastructure
gully erosion	/ˈgʌlɪ ɪˈrəʊʒn/	1 (2.1) E 3 (1.1) A	érosion de ravin	ingenuity inhuman	/ˌɪndʒɪˈnju:ətɪ/ /ɪnˈhʒu:mən/	1 (2.2) G 2 (2.6)	ingéniosité inhumain
gypsy gyroscope	/'dʒɪpsɪ/ /'dʒaɪərəskəup/	4 (3.1) H	gitans gyroscope	Inland revenue	/'inlænd 'revənju/	8 (4.1)	le fisc
gyroscope	/ USAIOTOSKOUP/	4 (5.1) 11	gyroscope	innovation	/ inau'vei[n/	1 (1.1) B	innovation
Н		U/E		in-service (training)	/'ın-sa:vis 'treiniŋ/	12 (4.1) C	
hallmark	/ˈhɔ:l-ma:k/	9 (1.1) A	marque	intensity	/in'tensiti/	1 (1.1) B	intensité
hands-on	/'hændz 'on/	5 (2.2) E	pratique	intensive	/ın'tensıv/	1 (1.1) B	intensif
to hang (tr.)	/ˈhæŋ/	2 (2.1) D	pendre	intolerance	/ın'tolərəns/	2. Proj.	intolérance
hang-gliding	/'hæŋ-glaɪdɪŋ/	3 (2.1)	deltaplane -			task 3	
			faire du	intrigued	/in'tri:gd/	3 (1.1) A	intrigué
hard-driven	/.ha:d-drivn/	12 (2.1) A	deltaplane poussé fort	invaluable	/ɪnˈvæljʊəbl/	6 (0.1)	inestimable, très précieux
harmonious to harness	/ha:'məunjəs/ /'ha:nɪs/	1 (3.1) H 4 (1.1) C	harmonieux exploiter	irrespective	/.ıπ'spektıv/	6 (4.1) B	indépendam- ment de
to harrass	/'hærəs/	3 (1.1) A	harceler	itching	/ɪtʃɪŋ/	Spec.	démangeaison
a have (n.) =	/ə ˈhæv/	2 (2.1) E	riche, nanti			Exam.	-
a have-not (n.)	/ə 'hævnɒt/	2 (2.1) E	pauvre, démuni			2 (1 RC 2)	
hedge	/'hedʒ/	3 (1.1) A	haie				
heritage	/'heritidʒ/	1 (3.1) H	héritage	J The Park		U/E	
high-pressure high-tech	/'haɪ 'preʃə*/ /'haɪ 'tek/	9 (2.1) B 9 (2.1) B	à haute pression de pointe,	jaw	/dʒɔ:/	3 (2.1) B	machoire
ingii teori	, nai tek	J (2.1) D	hi-tech	jury	/ˈdʒʋərɪ/	7 (1.1) A	jury
homeless	/'həʊmlɪs/	2 (3.1)	sans-abri		_	V: /··	. ,
hood	/'hvd/	7 (3.2) D	cagoule				
hooligan	/hu:lɪgən/	2 (2.1) E	hooligan,				
			vandale				

1		11/5	and the second
		U/E	
labour (i.e. workforce)	/'leɪbə*/	1 (2.1) E	main-d'œuvre
landscape	/ˈlænskeɪp/	1 (0.2)	paysage
landslide	/ˈlændslaɪd*/	5 (1.1) A	glissement de
		, ,	terrain
[®] laser	/ˈleɪzə*/	5 (2.2) E	laser
laterite	/ˈlætəraɪt*/	10 (2.1) A	latérite
lay-by	/'leɪbaɪ/	3 (1.1) A	aire de
looflot	m: a.v	44 (0 4) B	stationnement
leaflet leap (n.)	/ˈliːflɪt/	11 (2.1) B 4 (3.1) H	prospectus bond
lift (n.) in a	/li:p/ /lɪft/	4 (1.1) A	ascenseur
building	, 1110,	. ()	4555.1554.
lift-off	/'lıft-of/	4 (1.1) A	décollage
limit (n.)	/ˈlɪmɪt/	1 (2.2) G	limite
line-up (n.)	/ˈlaɪn-ʌp/	7 (1.1) A	seance d'identi-
			fication ou
			rangée de
to linger	/ ˈlɪŋɡə* /	6 (3.1)	suspects persister,
to imger	/ mys /	U (3.1)	subsister
literally	/ˈlɪtərəlɪ/	2 (2.5) H	litteralement
liver	/*lıvə*/	Spec.	foie
		Exam.	
		2 (3.1)	s
to be loaded with		10 (3.1)	être chargé de
lofty loneliness	/ˈlɒftɪ/ /ˈləʊnlɪnəs/	6 (0.1) 2 (2.5) H	hautain solitude
lunar	/'lu:nə*/	4 (0.2)	lunaire, de lune
to lynch	/'lintʃ/	7 (0.2)	lyncher
to lynch		7 (0.1)	
to lynch	/'lintʃ/	7 (0.1) U/E Exam. Prep.	lyncher
magnifying (glass)	/'lintʃ/ /'mægnifaiiŋ/	7 (0.1) U/E Exam. Prep. 1 (RC)	lyncher
magnifying (glass)	/'lintf/ /'mægnifaiiŋ/ /meil/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H	lyncher loupe courrier, lettres
magnifying (glass) mail makeshift	/'lint[/ /'mægnifaiiŋ/ /meil/ /'meik]ift/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1)	loupe courrier, lettres improvisé
magnifying (glass) mail makeshift to manifest	/'lintʃ/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H	lyncher loupe courrier, lettres
magnifying (glass) mail makeshift to manifest oneself	/'lintʃ/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wan'self/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A	loupe courrier, lettres improvise se manifester
magnifying (glass) mail makeshift to manifest oneself manifestly	/'lintf/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wan'self/ /'mænifestli/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G	loupe courrier, lettres improvisé
magnifying (glass) mail makeshift to manifest oneself	/'lintʃ/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wan'self/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A	loupe courrier, lettres improvise se manifester manifestement main-d'œuvre martyre
magnifying (glass) mail makeshift to manifest oneself manifestly manpower	/'lintf/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wan'self/ /'mænifestli/ /'mæn.pauə*/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out	/'lintf/ /'mægnifaun/ /meil/ /'meikʃift/ /'mænifest wan'self/ /'mænifestli/ /'mænipauə*/ /'mætiddəm/ /'menəupɔ:z/ /'mit aut/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E	loupe courrier, lettres improvise se manifester manifestement main-d'œuvre martyre menopause infliger
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause	/'lintf/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wʌn'self/ /'mænifestli/ /'mæn.pauə*/ /'mɑ:tədəm/ /'menəupɔ:z/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set	/'lintf/ /'mægnifaun/ /meil/ /'meikʃift/ /'mænifest wʌn'self/ /'mænipauə*/ /'mænipauə*/ /'menəupɔ:z/ /'mi:t aut/ /'maind-set/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) B	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set	/'lintʃ/ /'mægnifauŋ/ /meɪl/ /'meɪkʃift/ /'mænifest wʌn'self/ /'mæn.pauə*/ /'mæ.tədəm/ /'menəupɔ:z/ /'mi:t aut/ /'maind-set/ /.miskən'sepʃn/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses idée fausse
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set	/'lintf/ /'mægnifaun/ /meil/ /'meikʃift/ /'mænifest wʌn'self/ /'mænipauə*/ /'mænipauə*/ /'menəupɔ:z/ /'mi:t aut/ /'maind-set/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) B	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set	/'lintʃ/ /'mægnifauŋ/ /meɪl/ /'meɪkʃift/ /'mænifest wʌn'self/ /'mæn.pauə*/ /'mæ.tədəm/ /'menəupɔ:z/ /'mi:t aut/ /'maind-set/ /.miskən'sepʃn/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses idée fausse tromper, induire
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set misconception to mislead	/'lintʃ/ /'mægnifaiŋ/ /meil/ /'meikʃift/ /'mænifest wʌn'self/ /'mænifestli/ /'mæn.pavə*/ /'ma:tədəm/ /'menəupɔ:z/ /'mi:t aut/ /'maind-set/ /.miskən'sepʃn/ /mis'li:d/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 7 (3.2) E 7 (3.2) B 12 (4.1) 8 (1.1) A	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses idée fausse tromper, induire en erreur
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set misconception to mislead mix (n.) modalities (= methods)	/'lintf/ /'mægnifaiin/ /meil/ /'meikʃift/ /'mænifest wwn'self/ /'mænifestli/ /'mænifestli/ /'mænifestli/ /'mænifestli/ /'mænifestli/ /'mænifestli/ /'mænifestli/ /'maifestli/ /'maifestli/ /'maifestli/ /'maifestli/ /'maifestli/ /'mistaut/ /'mistaut/ /'miskan'sepʃn/ /mis'li:d/ /miks/ /mav'dælatiz/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B 12 (4.1) 8 (1.1) A 10 (2.1) A 1 (3.1) H	loupe courrier, lettres improvisé se manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses idée fausse tromper, induire en erreur mélange modalités
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set misconception to mislead mix (n.) modalities (= methods) to monitor	/'lintf/ /'mægnifaiin/ /meil/ /'meikʃift/ /'mænifest wan'self/ /'mænifestli/ /'mænipavə*/ /'ma:tədəm/ /'menəupɔ:z/ /'mist aut/ /'miskən'sepʃn/ /mis'li:d/ /miks/ /məv'dælətiz/ /'monitə/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B 12 (4.1) 8 (1.1) A 10 (2.1) A 1 (3.1) H 5 (1.1) B	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses idée fausse tromper, induire en erreur mélange modalités suivre, surveiller
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set misconception to mislead mix (n.) modalities (= methods) to monitor mortgage (n.)	/'lintf/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wʌn'self/ /'mænifestli/ /'mænipavə*/ /'ma:tədəm/ /'menəupɔ:z/ /'mit aut/ /'maind-set/ //miskən'sepʃn/ /mis'li:d/ /miks/ /məv'dælətiz/ /'monitə/ /'moigidʒ/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B 12 (4.1) 8 (1.1) A 10 (2.1) A 1 (3.1) H 5 (1.1) B 3 (1.1) A	loupe courrier, lettres improvisé se manifester manifestement main-d'œuvre martyre ménopause infliger façon de voir les choses idée fausse tromper, induire en erreur mélange modalités suivre, surveiller emprunt
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set misconception to mislead mix (n.) modalities (= methods) to monitor	/'lintf/ /'mægnifaiin/ /meil/ /'meikʃift/ /'mænifest wan'self/ /'mænifestli/ /'mænipavə*/ /'ma:tədəm/ /'menəupɔ:z/ /'mist aut/ /'miskən'sepʃn/ /mis'li:d/ /miks/ /məv'dælətiz/ /'monitə/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B 12 (4.1) 8 (1.1) A 10 (2.1) A 1 (3.1) H 5 (1.1) B	loupe courrier, lettres improvise se manifester manifestement main-d'œuvre martyre menopause infliger façon de voir les choses idée fausse tromper, induire en erreur mélange modalités suivre, surveiller emprunt modeler,
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set misconception to mislead mix (n.) modalities (= methods) to monitor mortgage (n.) to mould	/'lintf/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wan'self/ /'mænifestli/ /'mænipauə*/ /'maitədəm/ /'menəupɔ:z/ /'mit aut/ /'maind-set/ //miskən'sepʃn/ /mis'li:d/ /miks/ /məv'dælətiz/ /'moigidʒ/ /məvld/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B 12 (4.1) 8 (1.1) A 10 (2.1) A 1 (3.1) H 5 (1.1) B 3 (1.1) A 11 (1.1) A	loupe courrier, lettres improvise se manifester manifestement main-d'œuvre martyre menopause infliger façon de voir les choses idée fausse tromper, induire en erreur mélange modalités suivre, surveiller emprunt modeler, façonner
magnifying (glass) mail makeshift to manifest oneself manifestly manpower martyrdom menopause to mete out mind-set misconception to mislead mix (n.) modalities (= methods) to monitor mortgage (n.)	/'lintf/ /'mægnifaiiŋ/ /meil/ /'meikʃift/ /'mænifest wʌn'self/ /'mænifestli/ /'mænipavə*/ /'ma:tədəm/ /'menəupɔ:z/ /'mit aut/ /'maind-set/ //miskən'sepʃn/ /mis'li:d/ /miks/ /məv'dælətiz/ /'monitə/ /'moigidʒ/	7 (0.1) U/E Exam. Prep. 1 (RC) 2 (2.5) H 8 (4.1) 8 (1.1) A 1 (2.2) G 1 (2.1) E 7 (3.2) C 3 (2.1) C 7 (3.2) E 7 (3.2) B 12 (4.1) 8 (1.1) A 10 (2.1) A 1 (3.1) H 5 (1.1) B 3 (1.1) A	loupe courrier, lettres improvise se manifester manifestement main-d'œuvre martyre menopause infliger façon de voir les choses idée fausse tromper, induire en erreur mélange modalités suivre, surveiller emprunt modeler,

myth (= false belief)	/'mɪθ/	1 (2.2) G	mythe
N		U/E	STATE OF
to narrow	/ˈnærəʊ/	3 (2.1) C	retrecir
navy	/'neɪvɪ/	6 (1.1) A	marine
to necessitate	/nɪˈsesɪteɪt/	9 (1.1) A	nécessiter
necklace	/'neklis/	10 (2.1) A	
newcomer	/'nju:،k^mə*/	5 (1.5) C	nouveau venu
no-hoper	/ ˈnəʊ-ˈhəʊpə* /	2 (2.1) E	raté, minable
non-existent	/ˌnɒnɪgˈzɪstənt/	1 (1.4) C	non-existant, inexistant
non-violent	/tnelerav'ngn./	2 (2.3) G	non-violent
noticeable	/ˈnəʊtɪsəbl/	2 (1.1) A	visible, sensible
nowadays	/'riavədeiz/	1 (1.6)	de nos jours
no-win	/'ทาพ-บรท'	7 (3.2) B	impasse
noxious	/'nokʃəs/	2 (2.5) H	nocif
to nurture	/'n3:tʃə*/	1 (3.1) H	élever
0	فوسد بها	U/E	
oak tree	/ˈəʊk-tri:/	8 (2.1) D	chêne
objective (adj.)	/əb'jektıv/	2 (1.1) A	objectif
offence	/əˈfens/	7 (2.1)	délit
offspring	/'ofsprin/	2 (1.1) A	rejeton, enfant
old-fashioned	/Jould 'fæ∫nd/	9 (2.1) B	démodé
ongoing	/ˈpn،ɡəʋɪŋ/	5 (2.2) E	continu
oppressive	/ə'presiv/	2 (2.5) H	oppressif
optimistic	/ppti'mistik/	1 (2.2)	optimiste
outburst	/'autba:st/	8 (1.1) A	explosion
outcome	/'autkam/	7 (1.1) A	resultat
outfit (= team)	/'autfit/	Spec.	équipe, unité
		Exam.	
		1 (1)	
out-patient	/ˈaʊtˌpeɪʃnt/	5 (2.4)	malade en consultation externe
output	/'autput/	1 (1.5) D	production
outrage	/'autreid3/	7 (3.2) B	indignation
to outweigh	/aut'wei/		l'emporter sur
to overcharge	/euvəˈtʃaːdʒ/		faire payer trop
	,	- (/ -	cher
over-exploited	/ˈəʊvəikˈsplɔɪtɪd/	1 (2.2) G	surexploité
overgrazed	/₁əʊvəˈgreɪzd/	1 (2.1) F	soumis à un
			pacage
			excessif
overlordship	/ˈəʊvəlɔ:dʃɪp/	2 (2.1) B	suzeraineté
over-production	/ˈəɒʌəbtəˌqvk]u/	12 (4.1) C	surproduction
overriding	/ˌəʊvəˈraɪdɪŋ/	1 <u>(</u> 3.1) H	primordial,
		4 (4 5)	capital
overshoe	/ˈəʊvəʃuː/	4 (0.2)	caoutchouc
to overtake	/əʊvəˈteɪk/	4 (2.1) E	dépasser
to overturn	/ˈəʊvəˈtɜːn/	8 (2.2) E	renverser
overwhelming	/ˌəʊvəˈwelmɪŋ/	2 (2.1) C	ecrasant
P		U/E	
packed	/pækd/	2 (2.5) H	bondé
(= crowded)	•	, , , , ,	

palm-fringed	/ˈpaːm-frɪndʒd/	10 (2.1) A	
pan (= steel pan	/pæn/	∞8 (3.1) F	palmiers tambour
drum)	•		
parabolic	/،pærəˈbɒlɪk/	9 (2.1) B	parabolique
parental	/pəˈrentl/	1 (3.1) H	parental
parenthood (planned)	/'peərənthud/	1 (3.1) H	(responsabilité) parentale
	//nastnaftm/	1 (3.1) H	partenariat
partnership	/qı:tnəʃɪp/		•
pastel	/ˈpæstəl/	10 (2.1) A	pastel
pastoralism (agric.)	/mailereta:.pq'/	1 (2.1) F	pastoralisme
pathway (route)	/'pa:0wei/	Exam.	chemin,
• • • • • • • • • • • • • • • • • • • •	•	Prep. 1	passage
to pattern	/'pætən/	2 (2.3) G	modeler
to pause	/po:z/	2 (2.5) H	faire une pause
	-		2.4
to peak	/pi:k/	9 (1.1) A	atteindre un
			maximum
to peep	/pi:p/	3 (1.1) A	jeter un coup
			ďoeil
pending	/'pendɪŋ/	5 (1.1) B	en attendant
perennial	/pəˈrenjəl/	9 (2.5)	vivace
performance	/pəˈfɔ:məns/	4 (3.1) H	performance
perjury	/'p3:d3ərı/	7 (1.1) A	faire un faux
(to commit per		. (,	témoignage
to perpetrate	/'ps:pitreit/	2 (2.1) E	commettre
		3 (1.1) A	
to persecute	/ˈpɜːsɪkjuːt/		persecuter
persistent	/pəˈsɪstənt/	7 (2.1)	continuel,
			incessant
pessimistic	/،pesimistik/	1 (1.1) A	pessimiste
petty	/'petɪ/	7 (2.1)	mineur
pinpoint (n.) (of light)	/ˈpɪncqnɪqˈ/	4 (1.1) B	un minuscule point lumineux
pipe	/paip/	9 (1.1) A	tuyau, conduite_
piracy (breach	/'pairəsi/	8 (4.1)	piratage
of copyright)	•	` ,	. •
planetary	/ˈplænətərɪ/	4 (2.1) F	planétaire
plea	/pli:/	1 (3.1) H	excuse, prétexte
•	-	7 (3.2) B	arrangement
plea bargain (n.)	/ˈpli: ba:gɪn/	1 (3.2) B	•
			entre la
			defense et
			l'accusation
			visant à
			réduire les
			charges si
			l'accusé
			plaide
			coupable
			pour un
			crime moins
		- 14 41 4	grave.
to plead (legal)	/ˈpliːd/	7 (1.1) A	plaider
to pledge	/pled3/	6 (5.1)	s'engager
to plough back	/،plav 'bæk/	11 (1.1) A	réinvestir
(profits)			
plumbing	/ˈplʌmɪŋ/	10 (2.1) A	plomberie
to ply (go back	/plai/	9 (1.1) A	faire la navette
and forth)	-	. ,	entre
poignant	/ˈpɔɪnjənt/	2 (2.5) H	poignant
. •		, ,	. •

pond /pond/ Exam. 2 (3.1) popcorm /'popko:n/ 7 (3.2) D pop-corn porous /'porras/ 9 (2.4) D poreux portrait /'postrett/ 2 (2.5) H portrait to pose /povz/ 1 (1.4) C poser (a problem) post (n.) (position, /poust/ appointment) postage /'poustids/ 11 (1.1) A frais d'expédition pot-hole /'pothaul/ 10 (2.1) A fondrière, nid-de-poule praise-singer /'pretz-singa*/ 8 (1.5) C chanteur de louange précher precisely /prisalst/ 1 (2.1) E précisément precisely /prisalst/ 1 (1.1) A prévision pre-industrial /pri-in/dastrial/ 7 (3.2) D prémédité pre-service /'prisy:sis/ 12 (4.1) C formation profession-nelle previous /'praim/ 12 (2.1) A principal = main prime (adj.) /praim/ 12 (2.1) A principal = main prime (n.) /praim/ 6 (1.1) A être dans la fleur de l'âge, être à son apogée primordial (soup) /prai b d (2.1) E principal = advantage procedure /pra'sisd3*/ 5 (2.1) procedure (prosidim /pra'kletm/ 2 (1.1) A le pour = advantage procedure /pra'sisd3*/ 5 (2.1) procedure (prosidim /pra'kletm/ 2 (1.1) A le pour = prosecution /prosikjust/ 7 (2.1) poursuivre en justice prosecution //prais/ 3 (2.1) C prosescution /prais/ 3 (2.1) C prosescution /prais/ 3 (2.1) C prosescution /prals/ 3 (2.1) C rainow /'renbau/ 6 (5.1) A rayonnant to radiate /'reridient/ 12 (2.1) A rayonnant to radiate /'reridient/ 12 (2.1) A rayonnant to radiate /'reridient/ 12 (4.1) C rayonner arc-en-ciel choisi au hasard	ı .			ŭ.
popcorn /'popko:n/ / (3.2) D pop-corn porous /'po:res/ 9 (2.4) D poreux portrait /'po:trert/ 2 (2.5) H portrait to pose /pouz/ 1 (1.4) C poser (a problem) post (n.) (position, /poust/ appointment) postage /'poustidy/ 11 (1.1) A frais d'expédition pot-hole /'pothaul/ 10 (2.1) A fondrière, nid-de-poule praise-singer /'pretz-singo=*/ 8 (1.5) C chanteur de louange precious /'prejas/ 8 (1.1) A précieux precisely /pri'saisli/ 1 (2.1) E précisément prediction /pri'dikʃn/ 1 (1.1) A prévision pre-industrial /pri-indastrial/ 1 (1.1) B préindustrial premeditated /pri'meditettid/ pre-service /'prissiviis/ 12 (4.1) C formation profession-nelle previous /'pri'pris / 4 (2.1) E précédent prime (adj.) /praim/ 12 (2.1) A principal = main prime (n.) /praim/ 6 (1.1) A être dans la fleur de l'âge, etre à son apogée primordial (soup) /prai moidjal/ 4 (2.1) E (soupe) primitive prior to /'prai ta/ 11 (3.1) H encourager (= encourage) to prompt /prompt/ 2 Proj. pousser, inciter task 3 to prosecute /'prosikjuit/n/ 7 (2.1) poursuivre en justice protest (n.) /prosikjuit/n/ 7 (2.1) C pouls R U/E radiant /'retitant/ 9 (1.1) A rayonnant to radiate /'retitent/ 12 (4.1) C rayonner rainbow /'retinbau/ 6 (5.1) arc-en-ciel	pond	/pond/	Spec. Exam.	mare, étang
popcorn / popko:n/ portous / 'poxtas/ 9 (2.4) D poreux portrait / 'poxtreit/ 2 (2.5) H portrait to pose / pouz/ 1 (1.4) C poser (a problem) post (n.) (position, /poust/ appointment) postage / 'poustidy 11 (1.1) A frais d'expédition pot-hole / 'pothaul/ 10 (2.1) A fondrière, nid-de-poule praise-singer / 'preiz-singo*/ 8 (1.5) C chanteur de louange precious / 'prefos/ 8 (1.1) A précieux precisely / pri'saisli/ 1 (2.1) E précisément prediction / pri'dik [n/ 1 (1.1) A prévision pre-industrial / pri'n-datetul/ 1 (1.1) B préindustrial premeditated / pri'meditetul/ preservice / 'prisaivis/ 12 (4.1) C formation profession-nelle previous / 'praim/ 12 (2.1) A principal premedial (soup) / praim/ 6 (1.1) A être dans la fleur de l'âge, etre à son apogée primordial (soup) / prai to/ 11 (2.1) B avant, préalablement à pro (n.) / prov/ 10 (2.1) A le pour advantage procedure / pro'sisidso*/ 5 (2.1) procédure to proclaim / pro'maut/ 1 (3.1) H encourager (= encourage) to prompt / prompt/ 2 Proj. pousser, inciter task 3 to prosecute / 'prosikjuit/ 7 (2.1) A rayonnant la partie plaignante protest (n.) / protest/ 2 (2.3) G protestation pulse (n.) / pals/ 3 (2.1) C pouls			2 (3.1)	
portrait /'pɔ:treɪt/ 2 (2.5) H portrait to pose /pɔuz/ 1 (1.4) C poser (a problem) post (n.) (position, /pɔust/ appointment) postage /'pɔustudʒ/ 11 (1.1) A frais d'expédition pot-hole /'pɔthəul/ 10 (2.1) A fondrière, nid-de-poule to preach /pri:tʃ/ 6 (3.1) prêcher precious /'pre[ɔs/ 8 (1.1) A précieux precisely /pri'saɪstl/ 1 (2.1) E précisément pre-industrial /pri-n'dʌstɪrəl/ 1 (1.1) B précident pre-service /'prisasvis/ preservice /'prisasvis/ preservice /'prisasvis/ 12 (4.1) E précédent prime (adj.) /praim/ 12 (2.1) A précédent prime (n.) /praim/ 6 (1.1) A être dans la fleur de l'àge, etre à son apogée primordial (soup) /prai tas/ 11 (2.1) B avant, préalablement à procedure /pro'sisdʒə*/ 5 (2.1) procedure (provious /pro'sisdʒə*/ 5 (2.1) procedure (promote /pro'məut/ 1 (3.1) H encourager to proceute /pro'məut/ (prompt/ prompt/ prompt/ prompt/ prompt/ prompt/ prompt/ prompt/ prompt/ prompt/ prosecution /prosikju:fn/ 7 (2.1) poursuivre en justice procest (n.) /prosikju:fn/ 7 (2.1) C pouls R U/E radiant /'reɪdant/ 9 (1.1) A rayonnant to radiate /'reɪdeɪt/ 12 (4.1) C rayonner rainbow /'reɪnbəu/ 6 (5.1) arc-en-ciel	popcorn	/'nnnko:n/		DOD-COID
portrait / posterit/ to pose /pauz/ 1 (1.4) C poser (a problem) post (n.) (position, /paust/ appointment) postage //paustids/ 11 (1.1) A frais d'expédition pot-hole //pothaul/ 10 (2.1) A fondrière, nid-de-poule praise-singer //preiz-singa*/ 8 (1.5) C chanteur de louange to preach /pri:t]/ 6 (3.1) précieux precisely /pri'saisli/ 1 (2.1) E précisément prediction /pri'dik]n/ 1 (1.1) A prévision pre-industrial /pris-in'dastrial/ 1 (1.1) B préindustriel premeditated /primeditettid/ pre-service /'prisaivis/ 12 (4.1) C formation profession-nelle previous /'praim/ 12 (2.1) A étre dans la fleur de l'âge, être à son apogée primordial (soup) /praim/ 6 (1.1) A être dans la fleur de l'âge, être à son apogée primordial (soup) /praim/ 11 (2.1) B avant, préalablement à pro (n.) /praim/ 10 (2.1) A le pour advantage procedure /pra'sidṣa*/ 5 (2.1) procédure (= encourage) to prompt /prompt/ 2 Proj. pousser, inciter task 3 to prosecute /'prosikjuit/ 7 (2.1) poursuivre en justice protest (n.) /'pratest/ 2 (2.3) G protestation pulse (n.) /pals/ 3 (2.1) C pouls				
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rainbow /'reɪnbəʊ/ 6 (5.1) arc-en-ciel				
rainbow /'reɪnbəʊ/ 6 (5.1) arc-en-ciel	to radiate	/'reidieit/	12 (4.1) C	rayonner
	rainbow	/'reɪnbəu/		
The resident of the resident to the resident t				
	a randomy onosen	, rendenti (Jetzil/	± (1.1) A	onioisi au nasaiu

	///	6 (0.1)	vociférations
ranting	/'ræntiŋ/	6 (3.1)	
to rape	/reɪp/	7 (3.2) B	violer
rapid	/ˈræpɪd/	1 (1.5) D	rapide
rapturous	/ˈræptʃərəs/	2 (2.5) H	enthousiaste
to rear	/rɪə*/	2 (2.1) B	elever
reatch = reach = extent	/ri:tʃ/	6 (1.1) A	portée
to reckon	/ˈrekn/	10 (2.1) A	considérer
to reconstruct	/ˌri:kənˈstrʌkt/	10 (3.1)	reconstruire
to recruit	/rɪˈkruːt/	10 (3.1)	recruter, embaucher
red-handed	/.red'hændid/	7 (1.1) A	en flagrant délit
re-entry	/ri:'entri/	4 (1.1) A	rentrée
to refine	/rɪˈfaɪn/	8 (2.1) D	affiner
		1 (3.1) H	
to regulate to rehabilitate	/'regjulest/		régler réhabiliter
	/ˈri:həˈbɪlɪteɪt/	10 (3.1)	
to reinvest	/ri::n vest/	11 (2.1) A	reinvestir
relaxation	/ˈrɪːlækˈseɪʃn/	3 (2.1) C	detente
reliant 	/rı'laıənt/	2 (2.1) C	dependant
relic	/'relik/	8 (1.1) A	vestige
relief (aid)	/rɪˈliːf/	5 (1.1) B	secours, aide
to relieve	/rɪˈli:v/	5 (1.1) B	soulager
(suffering)			F:
to relocate	/ri:ləˈkeɪt/	5 (1.1) A	installer ailleurs, demenager
remoteness	/rıˈməʊtnəs/	5 (1.1) B	éloignement
to renew	/rɪˈnjuː/	2 (2.1) B	renouveler
renowned	/rɪˈnavnd/	5 (2.2) E	renommė,
		=======================================	célèbre
replacement	/rɪˈpleɪsmənt/	1 (1.4) C	remplacement
repository	/rıˈpɒzɪtərɪ/	2 (1.1) A	dépositaire
reproductive	/ri:prəˈdʌktɪv/	1 (3.1) H	reproducteur
repugnant	/ri'pAgnant/	2 (2.5) H	repugnant
resettlement	/ri:'setlment/	5 (1.1) B	etablissement
10001110111	ATT Sections	U (1) D	(dans une
			nouvelle
			région)
to resign oneself	/ˌrɪ:ˈzaɪn	6 (4.1) B	se résigner à
to (accept)	wanself tə/	0 (4.1) 0	se resigner a
to resort to	/rı'zə:t tə/	3 (1.1) A	avoir recours à,
to resort to	/II ZJil lə/	3 (1.1) ~	W
retailer	/ˈriːteɪlə/	9 (4 1)	recourir à détaillant
		8 (4.1) 4 (1.1) A	système de
retro-package (space -	/'retrəv-pækıd3/	4 (1.1) A	de rétro-
			fusées
equipment for			iusees
re-entry)	. / /	7 (2 0) D	
revenge	/rɪˈvendʒ/	7 (3.2) B	vengeance,
A !A - !!		C (4.4) D	revanche
to revitalise	/.rı'vaitəlaiz/	6 (4.1) B	revitaliser
revolting	/rɪˈvəʊltɪŋ/	4 (2.1) E	degoûtant
rife	/raɪf/	2 (2.5) H	repandu
rim .	/rim/	5 (1.1) A	pourtour
to rip	/rɪp/	7 (3.2) B	déchirer
to let rip	/let 'rɪp/	7 (3.2) D	tempeter
roadblock	/'rəudblok/	2 (2.1) C	barrage routier
rockslip	/ˈrɒkslɪp/	5 (1.1) A	éboulement de
			rochers
rod	/md/	11 (1.1) A	
roller (road roller)	/'rəʊlə*/	11 (1.1) A	rouleau (com-
			presseur)

_			
rote	/rəut/	12 (2.1) A	routine, par
roundabout	/'raundəbaut/	Exam. Prep.	cœur rond-point
		2 (8)	
routine	/ru:'ti:n/	12 (2.1) A	routine
to rub shoulders	/rʌb ˈʃəʊldəz	8 (1.5) C	cotoyer
with	wið/	G (1.6) G	quelqu'un
rugged	/'rʌgɪd/	5 (1.1) B	accidenté
rum	/r^m/	8 (3.1) F	rhum
rush (n.)	/r^[/	9 (2.3) C	bouffée d'air
rusir (ii.)	717,17	3 (2.0) 0	bodilce d'all
5		U/E	
to and a great	//6d/		
to safeguard	/'seɪfga:d/	Exam.	sauvegarder
		prep.	
	(11-61/	1 (RC)	
sanctioned	/ˈsæŋk∫nd/	7 (3.2) D	sanctionné, approuvé
sanity	/'sænətı/	2 (2.5) H	equilibre mental
savagely	/ˈsævɪdʒlɪ/	2 (2.5) H	brutalement
savings	/'seivins/	11 (1.1) A	économies
scalp	/skælp/	7 (3.2) D	cuir chevelu
scarred	/ska:d/	1 (2.1) E	marqué
scattered	/ˈskætəd/	6 (1.1) A	dispersé,
		- ()	disséminé
scrap (adj.) (metal)	/skræp/	11 (1.1) A	ferraille
to screen	/skri:n/	5 (2.1)	faire passer un
			test de
			depistage
to seal	/si:l/	4 (1.1) A	fermer herme-
		` ,	tiquement
search (n.)	/s э :tʃ/	7 (2.1)	recherche
segment	/'segmənt/	4 (2.1) F	segment, partie
segregation	/segri'gei[n/	2 (2.3) G	ségrégation
self-defense	/selfdi'fens/	7 (3.2) B	légitime
(American)	7,001,01	. (0.2)	défense
self-defence			GOTOTIOO
(British)			
serial (no.)	/ˈsɪərɪəl/	8 (4.1)	numéro de série
sharp(ly) (of a	/ʃa:p(lı)/	1 (1.2)	brusque, en
marked increas		7 (1.2)	fleche
shattering	/ˈʃætərɪŋ/	2 (2.5) H	bouleversant
to shave	/ʃeɪv/	7 (3.2) D	raser
shed (n.)	/[ed/	11 (1.1) A	abri, appentis
sheet erosion		1 (2.1) E	érosion par la
Sheet erosion	/ʃi:t ɪˈrəʊʒŋ/	1 (2.1)	glace
to shelter	/'ʃeltə*/	5 (2.4)	abriter
shortage	/'ʃɔ:tɪdʒ/	1 (1.1) A	manque,
Shortage	/ Joinag/	1 (111)	pénurie
sit-in (n.)	/'sitin/	2 (2.3) G	sit-in
to shrug one's	/'ʃrʌg wʌnz	10 (2.1) A	hausser les
shoulders	'ʃəʊldəz/	·• (=.1) A	épaules,
shuttle	/[nt]/	4 (1.1) D	navette
(space vehicle)		7 (1.1)	(spatiale)
side effect	/'said-afekt/	Snec	effet secondaire
SIUC CHECK	/ Salu-HICKV	Spec. Exam.	ener secondane
		2 (1 RC 2)	
skunk	/skʌŋk/	6 (5.1)	salopard
SAULIK	/ SKALJK/	J (J. 1)	Jaiopaid

			The second second
to slip past	/'slip-'paist/	10 (3.1)	se faufiler
snooper	/'snu:pə*/	3 (1.1) A	fouineur
to socialise	/'səu[əlaɪz/	1 (3.1) H	socialiser
(initiate into			
society)			YEARTY
socket	/'spkit/	9 (2.1) B	prise (de
	440.00	. (/	courant)
sorely tested	/'sɔ:lɪ 'testɪd/	2 (2.5) H	durement mis a l'epreuve
soul	/səʊl/	8 (1.1) A	âme
spin-off	/'spin-pf/	4 (2.1) G	retombée
to sponsor	/*sponsə*/	8 (1.5) C	sponsoriser,
	7-1		parrainer
sponsorship	/ˈspɒnsəʃɪp/	12 (4.1) C	sponsoring,
•		` '	parrainage
to spot (notice)	/sppt/	8 (1.5) C	repérer
spotlight	/'spotlast/	6 (3.1)	projecteurs
spouse	/spauz/	7 (3.2) B	epoux, epouse
squad	/skwpd/	8 (4.1)	brigade
squalor	/*skwplə*/	1 (3.1) H	conditions
0422.5	, skubie .	(51.7.1	sordides
to squash	/skwpʃ/	Exam.	écraser
to oquaon	73KWDJ7	prep.	0014001
		1 (B 2)	
stability	/stəˈbɪlətɪ/	1 (1.4) C	stabilité
stall (n.) market	/stabliali/	8 (4.1)	étal
stardust	/'sta:d\st/	4 (2.1) E	poussière
Statuust	/ SluiuASD	4 (2.1) L	d'étoile
to starve (tr.)	/sta:v/	2 (2.1) D	laisser mourir
to starve (ii.)	/3(4.4/	L (2.1) U	
			de iaim
statesman	/'stertsman/	6 (2.1)	de faim homme d'état
statesman	/'steitsmən/	6 (2.1) 9 (2.1) B	homme d'état
steam	/sti:m/	9 (2.1) B	homme d'état vapeur
steam steamy (humid)	/sti:m/ /'sti:mɪ/	9 (2.1) B 10 (2.1) A	homme d'état vapeur humide
steam	/sti:m/	9 (2.1) B	homme d'état vapeur humide en flèche,
steam steamy (humid) steep(ly)	/sti:m/ /'sti:mɪ/ /'sti:plɪ/	9 (2.1) B 10 (2.1) A 1 (1.2)	homme d'état vapeur humide en flèche, fortement
steam steamy (humid) steep(ly) sterilised	/sti:m/ /'sti:mɪ/	9 (2.1) B 10 (2.1) A	homme d'état vapeur humide en flèche,
steam steamy (humid) steep(ly) sterilised (of a person)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3)	homme d'état vapeur humide en flèche, fortement stérilisé
steam steamy (humid) steep(ly) sterilised (of a person) to stick at	/sti:m/ /'sti:mɪ/ /'sti:plɪ/	9 (2.1) B 10 (2.1) A 1 (1.2)	homme d'état vapeur humide en flèche, fortement stérilisé
steam steamy (humid) steep(ly) sterilised (of a person)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stitf/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stitf/ /stræp/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stitf/ /stræp/ /'strikən/ /'straikin/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stif/ /stræp/ /'strikən/ /'straikin/ /'strin 'ap/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.)	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stræp/ /'strakin/ /'straikin/ /'strip/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.) to struggle	/sti:m/ /'sti:mi/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'of/ /sta:*/ /stræp/ /'stræp/ /'straikin/ /'strip/ /'strogl/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1) 2 (2.5) H	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban lutter, s'efforcer
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.) to struggle stuff (n.) -	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stræp/ /'strakin/ /'straikin/ /'strip/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.) to struggle stuff (n.) - colloquial for thing/material	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /strif/ /stræp/ /'strikən/ /'straikin/ /'strip/ /'strip/ /'strogl/ /staf/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1) 2 (2.5) H 6 (3.1)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban lutter, s'efforcer chose, truc
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.) to struggle stuff (n.) - colloquial for thing/material sublime	/sti:m/ /'sti:mi/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'of/ /sta:*/ /stræp/ /'stræp/ /'straikin/ /'strip/ /'strogl/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1) 2 (2.5) H 6 (3.1)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban lutter, s'efforcer
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.) to struggle stuff (n.) - colloquial for thing/material sublime subsurface	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stif/ /stræp/ /'straikin/ /'straikin/ /'strajl/ /strAf/ /sə'blaim/ /'sAbsə:fis/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1) 2 (2.5) H 6 (3.1)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban lutter, s'efforcer chose, truc
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.) to struggle stuff (n.) - colloquial for thing/material sublime	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /stai*/ /stræp/ /'strakin/ /'straikin/ /'strapl/ /strip/ /strapl/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1) 2 (2.5) H 6 (3.1)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban lutter, s'efforcer chose, truc sublime sous-sol intenter un
steam steamy (humid) steep(ly) sterilised (of a person) to stick at (persist) to stink off (tr.) stir (n.) = sensation stitch (n.) strap (n.) stricken striking (adj.) = v.marked to string up strip (n.) to struggle stuff (n.) - colloquial for thing/material sublime subsurface	/sti:m/ /'sti:mi/ /'sti:pli/ /'sterəlaizd/ /'stik ət/ /'stink 'pf/ /sta:*/ /stif/ /stræp/ /'straikin/ /'straikin/ /'strajl/ /strAf/ /sə'blaim/ /'sAbsə:fis/	9 (2.1) B 10 (2.1) A 1 (1.2) 1 (3.3) 11 (2.1) B 3 (1.1) A 5 (2.2) E 7 (3.2) B 7 (3.2) D 5 (1.1) B 3 (2.1) B 7 (3.2) D 8 (4.1) 2 (2.5) H 6 (3.1)	homme d'état vapeur humide en flèche, fortement stérilisé persévérer chasser par la mauvaise odeur émoi point de suture courroie, sangle dévasté frappant pendre bande, ruban lutter, s'efforcer chose, truc

Committee of the Commit			
superheated	/ˈsuːpəˌhiːtɪd/	9 (2.1) B	surchauffé
supremacist	/su'preməsist/	2 (2.1) C	personne qui
CONTRACTOR			croit en la
			suprematie
- 1075-A			d'un groupe
surgical	/'sa:d3tkl/	5 (2.2) E	chirurgical
to surpass	/səˈpɑ:s/	6 (1.1) A	dépasser
to surrender	/səˈrendə*/	6 (5.1)	renoncer à, livrer
survivor	/sə'vaıvə*/	5 (1.1) B	survivant
suspect (n.)	/'saspekt/	7 (1.1) A	suspect
suspicious	/səˈspɪʃəs/	3 (1.1) A	mēfiant,
			soupçonneux
to sustain	/səˈsteɪn/	6 (0.1)	soutenir,
			maintenir
sustenance	/'sastinəns/	1 (3.1) H	susbsistance
to swamp	/swomp/	5 (1.1) B	inonder,
		40 (0.4) 4	submerger
to sweat over	/*swet əuvə*/	12 (2.1) A	suer sang et
aviellan	// 1 /	7 (0 0) D	eau sur
swollen	/neluews'/	7 (3.2) B	enflé
sword	/b:cs/	2 (2.5) H	épée
synthetic	/sın'θetik/	9 (2.1) B	synthétique
		U/E	
to tackle	/tækl/	1 (3.1) H	s'attaquer à
talented	/ˈtæləntɪd/	8 (4.1)	talentueux,
	, talonila	• ()	doué
tar	/ta:*/	Spec.	goudron
HE. 1		Exam.	3 -2
		2 (3)	
teamwork	/ˈtiːmwɜːk/	5 (1.1) B	travail d'équipe
tear (n.) from	/tɪə*/	Exam.	larme
the eye		prep.	
·		1 (RC)	
teeming	/'ti:mɪŋ 'mæsɪz/	1 (3.1) H	grouillant,
(masses)	·	, - ,	fourmillant
	/ˈθɔ:t prəˌvəukiŋ/	12 (2.3) B	stimulant, qui
		_ ` '	pousse à la
			réflexion
thrombosis	/eisued'man9/	3 (2.1) B	(Coronary)
100		, ,	infarctus (du
			myocarde)
thug	/θ λg /	7 (2.1)	voyou
thundering	/'θʌndəriŋ	2 (2.5) H	foudroyant,
(applause)	əˈplɔ:z/		phénoménal
to tick (of a clock)		7 (3.2) D	faire tic-tac
(minutes tick			les minutes
away)			passent
to tilt	/tılt/	9 (2.1) B	se pencher,
			s'incliner
to tint	/tint/	4 (0.2)	teinter
tireless	/'taiəlis/	12 (2.1) A	infatigable
to titillate	/'titileit/	7 (3.2) D	titiller
tolerance	/'tɒlərəns/	2. Project	tolerance
		title	
tortuous	/ˈtɔːtʃʊəs/	5 (1.1) B	sinueux
tough	/tʌf/	7 (3.2) D	sévère, dur
track (n.) song	/træk/	8 (1.5) C	chanson
on record			

to track (follow)	/træk/	9 (2.1) B	suivre la pro- gression de
tray	/treɪ/	2 (2.5) H	plateau
trend	/trend/	1 (1.5) D	tendance
trunk (main	/trʌŋk/	9 (1.1) A	conduite
pipe line)		- (/	
tub	/tʌb/	7 (3.2) D	pot
tube	/tju:b/	9 (2.1) B	tube
tuition	/tju:ˈɪʃn/	12 (2.1) A	
	,,	()	
and the little course		11/0	
U		U/E	
ultimate	/'altimət/	1 (1.4)	final
ultraviolet	/altrə 'vaiələt/	8 (4.1)	ultraviolet
uncatalogued	/ˌʌnˈkætəlɒgd/	6 (1.1) A	qui n'est pas
· ·	_	, ,	catalogué
unceremonial	/ˈʌnˌserɪˈməvnjəl/	5 (1.1) B	sans cérémonie
uncertainty	/An'sa:tnti/	11 (2.1) B	incertitude
unchecked	/∧n't∫ekt/	1 (1.1) A	non maîtrisé
unconscious	/ʌnˈkɒnʃəs/	2 (2.3) G	sans connais-
	•	(= - /	sance
uneasy	/n'i:zi/	3 (1.1) A	mal à l'aise,
•		` '	gené
unimpaired	/ˌʌnɪmˈpeəd/	12 (4.1) C	intact
in unison	/ın 'ju:nɪsn/	9 (2.1) B	à l'unisson
unmanned	/.nn'mænd/	4 (1.1) D	sans equipage,
		,	inhabité
unreliable	/ˈvutiˌlaɪəp]/	10 (2.1) A	peu fiable
unrest	/.nn'rest/	2 (2.1) B	agitation,
			troubles
unspoilt	//nn'spoilt/	10 (3.1)	préservé intact
unswerving	/An'swa:vin/	12 (4.1) C	à toute épreuve,
			inébranlable
unused	/ˌʌnˈjuːzd/	3 (1.1) A	inutilisé
to unveil	/ˌʌnˈveɪl/	2 (2.5) H	dévoiler
unwanted	/\nn'wontid/	Spec.	non desire, non
		Exam.	souhaité
		2 (1 RC 2)	
unworthy	/ıʌnˈwэ:ðɪ/	12 (2.3) B	indigne
up-country	/Ap'kAntri/	10 (2.1) A	vers l'intérieur
to upgrade	/.np'greid/	5 (2.4)	améliorer
uphill (adj.) of a	/ˈʌphɪl/	8 (4.1)	ardu, penible
struggle			
to uphold	/np'həuld/	12 (4.1) C	faire respecter,
			defendre
uprising	/'apraizin/	2 (2.1) B	révolte
upwelling	/ʌpˈwelɪŋ/	5 (1.1) A	montée
to utter	/'^tə*/	2 (2.5) H	prononcer
utterly	/ˈʌtəlɪ/	2 (2.5) H	complètement
V		U/E	السار الكان
value (n. count)	/ˈvæljuː/	1 (3.1) H	valeur
valve	/'vælv/	4 (1.1) A	valve
variation	/ˈveərɪˈeɪʃn/	1 (1.4) C	variation
vasectomy	/və'sektəmi/	1 (3.3)	vasectomie
veteran	/'vetərən/	8 (2.1) D	veteran
viable	/'vaiəbl/	11 (2.1) A	
vice (in carpentry		3 (2.1) B	étau
vinyl	/'vainil/	8 (4.1)	vinyle
		- (7.1)	,

virtual to be a virtual slave	/ˈvɜːtʃʊəl/	2 (2.1) B	être pratique- ment (quasi- ment) esclave
virtually	/ˈvɜːtʃʊəlɪ/	9 (1.1) A	pratiquement, en fait
visor	/'vaɪzə*/	4 (0.2)	visiere
volcanic	/vɒlˈkænɪk/	5 (1.1) A	volcanique
to vow	/vau/	2 (2.5) H	se jurer de
w	A STATE OF THE PARTY.	U/E	THE REAL PROPERTY.
want (n.) = need	/wont/	1 (3.1) H	besoin
warder	/wo:də*/	7 (3.2) D	gardien (surveillant) de prison
warrant (n.)	/'worənt/	7 (1.1) A	mandat
water-trapped	/'wo:tə træpt/	5 (1.1) A	bloque par l'eau
welding	/'weldiŋ/	11 (2.1) A	soudage
welfare (child welfare)	/'welfeə*/	1 (3.1) H	protection de l'enfant
well (n.) for oil	/wel/	9 (1.1) A	puits
wherewithal	/.weawɪðɔ:l/	1 (3.1) H	moyens
widely-held	/'waidli 'held/	1 (2.1) E	très répandu
to be wild about (colloquial)	/bi 'waild ə'baut/	8 (0.1)	être dingue de
windmill	/'windmil/	9 (2.3) C	moulin à vent
witchcraft	/'witJkra:ft/	7 (0.1)	sorcellerie
woefully (ignorant)	/ˈwəʊfəlɪ/	12 (2.3) B	lamentablement
workforce	/'wa:kfo:s/	12 (4.1) C	main-d'œuvre
worthless	/ˈwɜ:θlɪs/	12 (1.2)	sans valeur
Y	The year	U/E	7 1
yeah = yes (colloquial)	/jeə/	8 (1.2) B	ouais

IRREGULAR VERBS

BASE FORM	PAST SIMPLE	PAST PARTICIPLE	MEANING	BASE FORM	PAST SIMPLE	PAST PARTICIPLE	MEANING
arise	arose	arisen	se lever	fight	fought	fought	se battre
awake	awoke	awoken	se réveiller, réveiller	find	found	found	trouver
				flee	fled	fled	fuir, s'enfuir
bear	bore	borne	transporter, porter	fling	flung	flung	lancer, jeter
	20.0		supporter	fly	flew	flown	voler
beat	beat	beaten	battre	forbear	forbore	forborne	s'abstenir
become	became	become	devenir	forbid	forbade	forbidden	interdire
begin	began	begun	commencer	forget	forgot	forgotten	oublier
bend	bent	bent	plier, courber	forgive	forgave	forgiven	pardonner
bereave	bereaved	bereaved	priver, déposséder	forsake	forsook	forsaken	abandonner,
beseech	beseeched	besought	solliciter, implorer	.0.000	.0.000.	,	délaisser
bet	bet	bet	parier	forswear	forswore	forsworn	abjurer,
bid	bade	bidden	ordonner	10.00.02.	.0.00.0		désavouer
bind	bound	bound	attacher, lier	freeze	froze	frozen	geler
bite	bit	bitten	mordre, piquer				90.0.
bleed	bled	bled	saigner	get	got	got	obtenir
blow	blew	blown	souffler	give	gave	given	donner
break	broke	broken	casser	go	went	gone	aller
breed	bred	bred	élever	grind	ground	ground	moudre, écraser
bring	brought	brought	apporter	grow	grew	grown	pousser
build	built	built	construire	l glow	grew	grown	poussei
burn	buint/	burnt/	CONSTITUTE	hang	hung	hung	accrocher;
Durii	burned	burned	brûler	lially	nung	nung	être accroché
burst	burst	burst		hear	heard	heard	entendre
		bought	crever, percer acheter	hide	hid	hidden	cacher; se cacher
buy	bought	bought	achetei	hit	hit	hit	•
		anat	inter lenger	hold	held	held	frapper tenir
cast catch	cast	cast	jeter, lancer	hurt	hurt	hurt	faire mal à
choose	caught chose	caught chosen	attraper choisir	nurt	nun	nun	iane mai a
cleave	cleaved/	cleaved/	fendre	koon	kont	kont	gardar concenior
cleave	clove	cleaved/ cloven/cleft	diviser	keep	kept	kept	garder, conserver
		F		know	knew	known	savoir, connaître
cling	clung	clung	se cramponner, adhérer	kneel	knelt	knelt	s'agenouiller
come	came	come	venir	lay	laid	laid	poser, mettre
cost	cost	cost	coûter	lead	led	led	mener, conduire
creep	crept	crept	se glisser	lean		leaned/leant	se pencher, appuye
cut	cut	cut	couper	leap		leaped/leapt	bondir, sauter
				- learn	learned/	learned/	
deal	dealt	dealt	distribuer		learnt	learnt	apprendre
dig	dug	dug	creuser	leave	left	left	quitter
draw	drew	drawn	dessiner, tirer,	lend	lent	lent	preter
			entraîner	let	let	let	laisser, permettre
dream	dreamt/	dreamt/		lie	lay	lain	se trouver, être
	dreamed	dreamed	rever	light	lit	lit	éclairer, allumer
drink	drank	drunk	boire	lose	lost	lost	perdre
drive	drove	driven	conduire	1			
dwell	dwelt	dwelt	resider, demeurer	make	made	made	faire
				mean	meant	meant	signifier
eat	ate	eaten	manger	meet	met	met	rencontrer
fall	fell	fallen	tomber	pay	paid	paid	payer
feed	fed	fed	nourrir	put	put	put	mettre
feel	felt	felt	sentir				

BASE FORM	PAST SIMPLE	PAST PARTICIPLE	MEANING
		FARTIOIFEE	MICANINO
quit	quit	quit	quitter, abandonner
read	read	read	lire
rend 🕌	rent	rent	déchirer, fendre
ride	rode	ri dden	monter à;
			monter sur
ring	rang	rung	sonner; téléphoner à
rise	rose	risen	se lever; monter
run	run	run	courir
Saw	sawed	sawn	scier
say	said	said	dire
80 e	saw	seen	voir
seek	sought	sought	rechercher, chercher
sell	sold	sold	vendre
send	sent	sent	envoyer
set	set	set	mettre, poser, fixer
sew	sewed	sewn/sewed	coudre
shake	shook	shaken	secouer, agiter
shed	shed	shed	perdre,
			se débarrasser
shine	shone	shone	briller
shoe	shod	shod	ferrer, chausser
shoot	shot	shot	tirer
show	showed	shown	montrer
shrink	shrank	shrunk	rétrécir
shut:	shut	shut	fermer
sing	sang	sung	chanter
sink	sank	sunk	couler, sombrer
sit	sat	sat	s'asseoir dormir
sleep slide	slept slid	slept slid	glisser
slina	sluna	slung	jeter, lancer
slink (in/out)	slunk	slunk	entrer.
Sink (mrout)	SIGIR	SIGIR	sortir furtivement
smell	smelt/	smelt/	
	smelled	smelled	sentir
sow	sowed	sown/sowed	semer
speak	spoke	spoken	parler
speed	sped	sped	aller à toute allure
spell	spelled/	spelled/	
	spelt	spelt	écrire, épeler
spend	spent	spent	dépenser
spili	spilled/	spilled/	
	spilt.	spilt	renverser, répandre
spin	spun	spun	faire tourner;
			tournoyer
spit	spat	spat	cracher
split	split	split	fendre, casser
spoil			gåcher, abîmer
spread	spread	spread	étaler
spring	sprang	sprung	bondir, sauter
stand	stood	stood	se mettre debout;
eteol	otolo	etelen	être debout
steal stick	stole stuck	stolen stuck	voler planter; insérer, coller
			•
sting stink	stung stank	stung stunk	piquer puer, empester
Jun	oral IV	JUI IN	Pagi, giripasiai

BASE FORM	PAST SIMPLE	PAST	
		PARTICIPLE	MEANING
stride	strode	stridden	marcher à
			grands pas
strike	struck	struck	frapper
string	strung	strung	enfiler, suspendre
strive	strove	striven	s'acharner à
swear	swore	swom	jurer
sweep	swept	swept	balayer, emporter
swim	swam	swum	nager
swing	swung	swung	se balancer
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	tom	déchirer
tell	told	told	raconter, dire
think	thought	thought	penser
throw	threw	thrown	jeter
thrust	thrust	thrust	enfoncer,
			pousser en avant
tread	trod	trodden	marcher
understand	understood	understood	comprendre
wake	woke	woken	se réveiller; réveiller
wear	wore	wom	porter
weep	wept	wept	pleurer
win	won	won	gagner
wind	wound	wound	serpenter; enrouler
wring	wrung	wrung	essorer, tordre
write	wrote	written	écrire

Imprimé en italie par «La Tipografica Varese S.p.A.» Dépôt légal N° 30689 - 02/2003 Collection N° 64 - Édition N° 06 59/4631/4 GO FOR ENGLISH TERMINALE reprend l'approche vivante qui a fait le succès de cette collection au premier et au deuxième cycle.

GO FOR ENGLISH TERMINE prépare les élèves à l'examen du baccalauréat comme à la pratique de l'anglais dans la vie active.

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- 2 chapitres de préparation à l'épreuve orale du baccalaureat;
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- 2 examens blancs;
- un dossier littérature ;
- un précis grammatical et un index des éléments de communication
- un lexique ;
- une liste des principaux verbes irréguliers.

Toutes les unités commencent par une série d'exercices de découverte : le « WARM-UP ». Puis, au cœur de chaque unité, l'élaboration du PROJET confronte les élèves à un ensemble d'activités variées (les « TASKS »), semblables à celles qu'ils seront amenés à rencontrer au cours de leurs études et de leur vie d'adultes. Chacune de ces activités est précèdée d'exercices de contrôle, les « CHECK EXERCISES », qui permettent de recapituler et de développer les compétences linguistiques nécessaires pour mener à bien le travail proposé.

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